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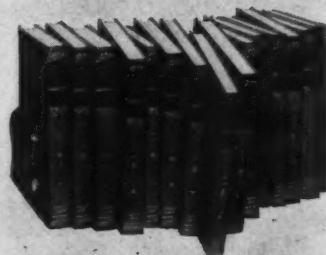
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SIERRA EDUCATIONAL NEWS

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Photo courtesy of National Education Association.

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TRAVEL SECTION



JACKSON HOLE

THE NATIONS NEWEST NATIONAL PARK—MOUNTAIN PEAK CHAPEL OF TRANSFIGURATION NEIGHBOR TO THE STARS . . . THE LAST BIG GAME COUNTRY . . . THE FAMED HISTORIC TETON PASS OF FACT AND FICTION . . . LEGENDARY HAPPY HUNTING GROUND

Douglas Malcolm, New York City

JACKSON HOLE, picturesque wilderness of mountain peaks, undiscovered valleys of big game, famed as an outlaw hideout and heroically versed in literature and song as the Lost Trail of covered-wagon days, is the newest of the nations National Parks, points out the survey bureau of American Express.

Located 25 miles south of Yellowstone National Park in the rugged

Tetons of towering mountain peaks, the district is more than 400 square miles and is encircled by the great Grand Teton National Park of Wyoming. Eleven peaks in the group are of such height and prominence that they nearly equal the 13,766 feet top of Grand Teton, called Mountain of the Sky.

The magnitude of the mountains and valleys suggest the mammoth hole

and date in history from David Jackson's Journals and the Lewis and Clark expedition.

The region became famous in the Fur Era adventurous days of the Astors and was the camping grounds of the Astorians in 1811. On their return from the Pacific, the Astor Party camped again at the hole and from their records gave inspiration for Washington Irving's classic, *The Returning Astorians from Jackson Hole*.

The beauty and grandeur of the mountain massive ramparts was the inspiration for the Indian Happy Hunting Ground and many Indian legends of a paradise hunting here after fits the Hole to perfection. Jackson Hole is the last big game country in the United States and contains thousands of moose, elk, deer and big game.

Near the frontier town of Moose is the Chapel of Transfiguration, an Episcopal order. Perched high on a lonely peak in the mountain vastness the little church on a clear winter night suggests a near Heavenly Neighbor to the Stars.



**Welcome
AMIGOS**

Stay at Western America's largest hotel . . . enjoy an evening in the "Supper Club of the Stars" . . . a matinee in the famous Rendezvous.

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LOS ANGELES

PALM SPRINGS PICTURES

PALM SPRINGS HIGH SCHOOL PHOTOGRAPHY CLASS CAPTURES SPIRIT OF DESERT LIFE

Barbara Knowles, Journalism Student, Palm Springs High School, Riverside County; Ernest E. Oertel, Principal

CLOUDLESS blue skies . . . sand dunes shimmering in the September heat . . . the first fall shower and the smell of greasewood in the rain . . . sunny Christmas holidays on a desert floor walled in with sturdy snow-capped peaks . . . spring flowers carpeting the warm sand with splashes of purple and lavender and red . . . tropical May nights and a platinum moon. In such a setting do the students of Palm Springs High go through a typical school year.

In addition to these beauties of

nature, we enjoy the comfort and luxury of a modern, well-equipped school plant. The cool, sky-blue and white buildings, gracefully arched corridors, and spacious green courtyard make a perfect setting for learning.

Sports, as might be expected, play an important part in the school life of this part of the desert. They are practically all outdoor sports. In the accompanying photographs, some of these desert sports are depicted. For the most part, they give an aquatic touch to the desert, but part of this

ALL THE

Comforts OF ROOM!



The day is coming when a train trip will again be something to look forward to eagerly — something to be enjoyed at ease, in spacious comfort — and all at moderate price. That of course will be after the war is won.

It will be when the armed forces no longer need nearly half of all our passenger equipment to move fighting men. It will be when many coaches and Pullmans now busy in war service can be honorably retired to make way for

new cars with comfort, convenience and thoughtful appointments beyond anything the past has known. That will take money — vast sums of money. It will take time. But we believe that it is worth while today to tell you what we plan for tomorrow — to help you realize that the wartime service we are able to give today is by no means a sample of what's in store for the future.

ASSOCIATION OF
AMERICAN RAILROADS
ALL UNITED FOR VICTORY



Here is a Group of Palm Springs High School Pictures



(Left) The girls say, "We can dream, can't we?" as they wade across the inundated high school court. Two hours earlier they had their lunches there.

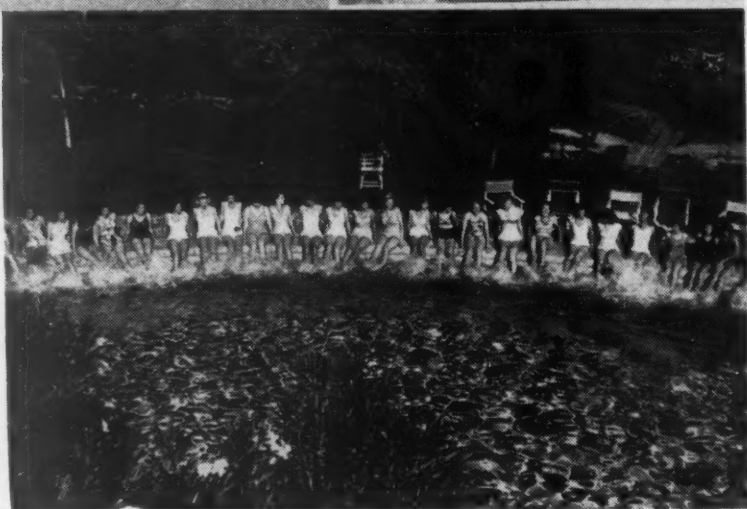
(Below) Wrong again! The riding isn't being done along a beach, but in desert sand in front of the high school building.



(Above) No, it's not a swimming pool. It's part of the campus of Palm Springs Union High School. The lawn is being "watered" in the normal way, only earlier in the day than usual.



(Right) Here it looks as if the bathing beauties were dangling their "tootsies" in a lily pond, but actually the "lily pond" is the Palm Springs Tennis Club's famed oval pool.



effect is an illusion, as can be discovered through careful study of the pictures.

Trick photography, it might be called. But that is true in only one or two respects. These photographs are actual scenes taken by members of the

high school photography class. They are not "faked" by film metamorphosis, through the arts of superimposition, nor by "phony" layouts.

Paul Summers, instructor in photography at the high school, certifies that these pictures are genuine snapshots taken on 35 mm film without the slightest retouching. He

should know, because the pictures were taken, developed, printed, and enlarged at the high school by high school students working under his direction.

The picture that shows the mountain background (Mt. San Jacinto) is not a photograph of a swimming pool, but a "shot" of the high school lawn submerged for irrigation. That is the way this desert

lawn is kept green. The flooding, however, is usually done after school hours.

Because a late afternoon visitor at the school some months ago expressed great surprise — almost shock — at seeing the school court flooded, assuming that "some accident had happened," Dr. Oertel, principal of the school, thought it would be a good idea to have the school custodian irrigate the area earlier than usual some day and have pictures taken of the submerged court with students appearing in the background.

Optical Illusions

Another photo shows a bevy of coeds wading through this same court. Two hours earlier they were eating their lunches on the comfortable lawn shown inundated in the picture.

It appears that the picture showing the horses and their riders might have been taken along the surf of any beach. But it was not. Actually, it was taken on the desert in front of the high school campus. The "spray" of what seems to be water is but the lacy branches of desert sage.

What purports to be a lily pond invaded by mermaids is actually a photo of high school swimming beauties churning the water in the famous oval pool at Palm Springs Tennis Club.

Thus it is that the photography students succeed in capturing some of the spirit of the desert through their pictures. The school yearbook for 1943 was a graphic made up entirely of pictures taken, developed and printed by students. Even senior portraits were taken by student photographers.

LEST the impression is given through these photographs that life at Palm Springs High is just one round of freedom and pleasure, it should be pointed out that this desert high school engages in many serious and challenging enterprises. Recently students, by making a door-to-door canvass of the residents of their community, helped the city of Palm Springs to become the first in California to meet its quota in the Fourth War Loan Drive — \$400,000. Students then assisted in making Palm Springs the first city in the nation to raise double its quota, and finally crowned this particular achievement by helping to push sales until three times the city's original quota had been raised — a record probably not made anywhere else in the country.

* * *

The Communication Arts and the High-School Victory Corps is a big 76-page bulletin; price 25c; address Superintendent of Documents, Washington 25, D. C.



SOUTH OF THE BORDER, TOO our war trains roll

Important factors in the wartime teamwork of Mexico and the United States are the railroads linking our two countries . . . Southern Pacific in the United States, Sud Pacifico de Mexico, and the National Railways of Mexico . . .

Sud Pacifico de Mexico, as you may know, is S.P.'s scenic and interesting West Coast of Mexico route. Ours is the only United States railroad with a line in Mexico.

Crossing the border at Nogales, Arizona, this 1100-mile route runs south through the cactus forests of Sonora and rich agricultural regions . . . touches at the tropic seaports of Guaymas and Mazatlan . . . climbs into the wild *Barrancas* (gorges) where breath-taking vistas are revealed at every turn.

The People of Mexico, like ourselves, are very busy now . . .

Lovely Michoacan is furnishing resin and turpentine. Gulf waters off Guaymas, Topolobampo and Mazatlan, famed for marlin and sailfish, yield vitamin-rich shark oil.

Mercury, silver and tungsten come from Taxco. Manganese from Jalisco, Durango and Chihuahua. Mahogany and balsa woods from Tehuantepec. Henequin fiber for rope from Yucatan peninsula.

Acapulco sends us bananas, limes and cocoanuts. We receive coffee from Orizaba and Cordoba, and cattle, tomatoes, garbanzos from Mexico's fertile west coast.

From Guadalajara, southern terminus of *Sud Pacifico de Mexico*, Mexico City is an overnight trip via the National Railways of Mexico. The National Railways are also linked with our lines at El Paso, and at other border points served by S.P.'s Sunset and Golden State routes.

We cannot ask you to travel now, because of our great war load. But when peace comes again we hope you'll come with us to visit or re-visit Mexico.

S·P

The friendly Southern Pacific

To Colombia

California Teacher Goes to Centro Colombo-Americano at Bogota, Colombia, South America

With approval of United States Department of State, which has facilitated travel arrangements, Miss Cryssie Hotchkiss, teacher on leave from the Spanish department of Monrovia-Arcadia-Duarte High School in Los Angeles County, has flown to Bogota, Colombia.

She is teaching English at the new Centro Colombo-Americano, a cultural institute established by the United States State Department for the furthering of inter-American understanding.

Centro Colombo-Americano, or Colombian-American Center, is a comparatively new United States-sponsored institute for adults, where lectures, classes in language, recitals and other cultural affairs are held.

The present contract of the Monrovia teacher is for one year, with a month's vacation to be spent in South America. This will be her first visit to Bogota. She has traveled in Panama and in other South American countries.

Our Global World

GREGG Publishing Company, with Pacific coast offices in Phelan Building, San Francisco, has issued *Our Global World*, a brief geography for the air age, by Grace Croyle Hankins. This sumptuously-illustrated text of 91 pages, 9 1/4 x 12 1/4 inches, is most praiseworthy; price \$1.32.

Of it Dr. Douglas C. Ridgley, nationally known author and educator in the field of geography, has said:

"Our Global World is a brief treatment of geography from a world-wide point of view, suitable for use in junior high school and senior high school classes, where the time that may be devoted to geography is somewhat limited.

"Our Global World deals with the broad phases of world geography that should be familiar to students in all social studies programs. It is especially adapted for a few weeks study courses in history, economics, or other social studies where time is not available for a full term of geography.

"Chapter I, with its illustrations and descriptive text, brings the student at once

into a field of present-day interest—a brief survey of the development and use of the airplane, rarely available for school instruction. This information will be of permanent interest and value.

"Chapter II on Maps and How to Read Them presents fundamental facts needed for map interpretation, not only in geography, but also in history, economics, current events, and in the reading of newspapers and magazines. This chapter brings out the relationships between the globe and flat map in a way that teachers and pupils can understand and appreciate.

"The remaining chapters deal with the topography, natural regions, climate and weather, natural resources, population, and economic development of our global world. The book is profusely illustrated with large pictures directly related to the printed text."

* * *

Basic Science

ROW, Peterson and Company, publishers, with home offices at 1911 Ridge Avenue, Evanston, Illinois, have brought out 6 new titles in their praiseworthy Basic Science Education Series,—Sound, Machines, Plant and Animal Partnership, Animals We Know, Dependent Plants, Garden Indoors; price 32c each.

Each booklet is paper covered, 36 pages, profusely illustrated, many in full color. This admirable series has been given extended review in earlier issues of this magazine.

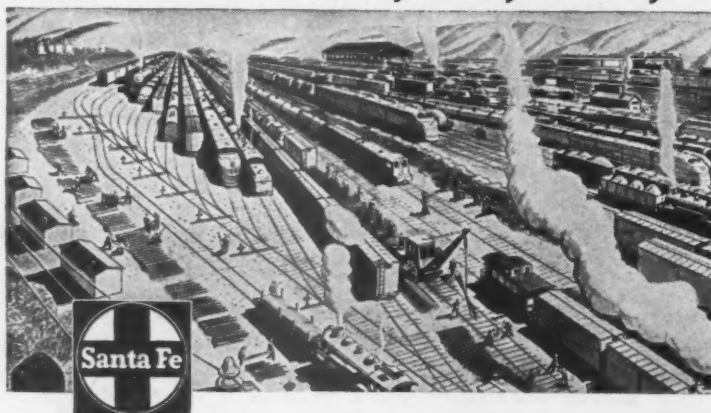
* * *

Latin America

CORNELL University Curriculum Series in World History, issued by the University Press at Ithaca, New York, now presents No. 3, Latin America, an interpretation of main trends in its history, by Charles C. Griffin, associate professor of history, Vassar College.

It provides high school teachers of American history with materials for use to enliven and clarify some of the most significant aspects of the development of Latin America. It includes: 1. an interpretative analysis; 2. a brief, annotated bibliography; 3. study and discussion questions; and 4. activities for pupils; price 50c.

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★ Centralized Traffic Control is being installed at congested points to conserve

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★ Water towers in the desert have been doubled in capacity to refresh twice as many thirsty locomotives
★ Modern cafeterias and dormitories have been built to feed and house Santa Fe's ever-growing roll of workmen
★ Literally as well as figuratively, when the time comes, the Santa Fe Trail will be the first lap on the Route to Tokyo

ONE OF AMERICA'S RAILROADS—ALL UNITED FOR VICTORY

SCIENCE TALENT

WESTINGHOUSE TALENT SEARCH FINALISTS TOOK STIFF APTITUDE TEST

FORTY teen-age scientists qualified as delegates to the recent third annual Science Talent Institute, partly on the basis of one of the stiffest aptitude tests ever devised to reveal potential scientific skill. The Institute was the climax of the annual Science Talent Search, in which high school seniors competed for \$11,000 in Westinghouse Science Scholarships. Richard Gordon Hinkle, student at Tahoe Branch Placer Union High School, was the sole California winner.* See this magazine, March issue, Page 14.

These finalists—28 boys and 12 girls—were selected from among 15,000 high school seniors who entered the third annual nation-wide Science Talent Search. In addition to high scores in the test, they were chosen also because of their high scholastic standing, personal characteristics adjudged valuable to a scientific career, and the writing of an original 1,000 word essay.

At the 5-day Institute, March 3-7, final selection of the scholarship recipients was made during a series of interviews with the judges and additional tests.

The science aptitude test, given December 1943 in high schools throughout the nation, consists of 100 involved statements concerned with the materials of science. Each student was required to indicate his choice of several suggested answers to a question or series of questions asked about each statement.

The following is a sample statement:

A quantity of chlorine is subjected to a temperature change. When pressure P remains constant, the ratio of the original volume V_1 to the new volume V_2 is the same as the ratio of the original absolute temperature T_1 to the new temperature T_2 . If T_1 is 1.2 times as great as T_2 , at a pressure of 1.3 atmospheres, what was the value of V_1 when the observed value of V_2 is 1 liter?

1: 0.8 liters 2: 1.2 liters 3: 1.3 liters 4: 1.6 liters. The correct answer is No. 2.

The examination, devised primarily to determine students' ability to reason and to understand what they read, rather than to test their actual knowledge of science, is the work of Dr. Harold A. Edgerton, direc-

tor of educational opportunities service of Ohio State University, and Dr. Steuart Henderson Britt, Washington psychologist.

Final examinations and interviews with the judges, held during the Science Talent Institute, determined the award of 8 four-year Westinghouse Science Scholarships worth

\$400 each, and 2 four-year Westinghouse Science Grand Scholarships, one to a boy and one to a girl, worth \$2,400 each. Additional scholarships worth \$3,000 were awarded at the discretion of the judges.*

The boys and girls who attended the Institute, with all expenses paid, also met and talked with famous scientists in many fields, and met leading educators and high government officials.

Enjoy Your Home More This Spring



Light can work magic for you, it can make your rooms more attractive, make you look prettier, and permit you and your family to read and enjoy your leisure at home with ease and comfort, no threat of eyestrain.

Such a simple little thing as a gay new lamp-shade can make an unbelievable difference in an otherwise drab room. In fact, lighting is so simple that some women untrained in decorative effects overlook the possibilities of lamps entirely, and are astounded when someone else shows them the simple trick of lighting magic.

A stock of spare lamp-shades is the open sesame of a continual freshness and newness in the appearance of many homes—frequent changes of shades brighten and refresh a room so that it never becomes commonplace.

Look at your living room, for instance, through the eyes of a stranger—someone seeing the room for the first time—and see if a new lamp-shade or two, or moving the lamps around for better effects can bring new life to your room. Then try the other rooms in the house.

For fresh new ideas in lighting, write for the free booklet, "LIGHTING FOR THE HOME FRONT."

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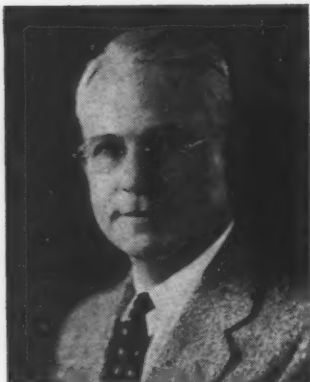
Name.....

Street.....

City.....State.....

*Richard won a 1-year scholarship, worth \$100.

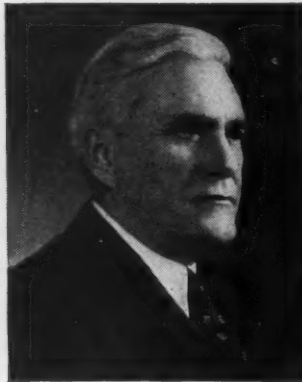
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EDUCATIONAL NEWS

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ROY W. CLOUD *State Executive Secretary*

VAUGHAN MACCAUGHEY *Editor*

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APRIL 1944

NUMBER 4

SALARIES AND LIVING COSTS

SOME HIGHLIGHTS FROM THE CTA STUDY OF TEACHERS SALARIES AND
COST-OF-LIVING, BY DR. JOHN C. ALMACK

A Letter by Roy W. Cloud; to All California School Trustees:

THE Board of Directors of California Teachers Association, in answer to many requests for up-to-date information on salaries, salary trends and living costs, decided December 1943, to employ a research expert to make a study of teachers salaries and pertinent facts pertaining thereto.

Upon request, Dr. John C. Almack, professor of education at Stanford University, agreed to make such a study.

Questionnaires were prepared and sent in January 1944, to the various school districts and to the county superintendents. At the same time, a special questionnaire on the cost-of-living was forwarded to some 1200 teachers and administrators. The questionnaire on the cost-of-living went to the six CTA Sections in direct proportion to their memberships.

The replies to the salary questionnaires reveal many facts which are of distinct interest to CTA members, to school trustees and to the friends of education generally. Dr. Almack's study is available in bulletin form,* with assembled data, all of which should be studied carefully. A digest of some of the major findings is herewith presented, in order that certain specific results may be used at once.

In the first section of his report, Dr. Almack discusses the cost-of-living. The replies to his questionnaire indicate that the living expenses of teachers vary considerably in different parts of California.

The index of the Bureau of Labor Statistics indicates that during the past 3-year-period the cost-of-living of all items used by individual citizens had increased by 24.4%. In other words, the cost-of-living at this time, according to the Bureau of Labor Statistics, is 124.4 as compared to the cost 3 years ago.

The replies to Dr. Almack's questionnaire show that the cost-of-living for teachers is approximately 37.5% higher than it was 3 years ago. This indicates that instead of the 124.4 being the index for cost-of-living of teachers it should be 137.5.

It will be recalled that several months ago, national labor leaders declared that the cost-of-living of workers had increased approximately 44% and that the index of the Bureau of Labor Statistics did not present a true picture of the increased living-costs.

Dr. Almack's study may be taken as a fair statement that costs-of-living for teachers have increased more than one-third or over 34%. In all fairness, in any salary adjustments made by school trustees, this factor should be seriously regarded.

Another factor which must be considered by school trustees in making salary adjustments is that the federal government is now withholding approximately 20% of the salaries and wages of all of the workers of the nation.

* Send requests to California Teachers Association, 155 Sansome Street, San Francisco 4.

This affects the teachers just as it does any other workers in the United States. However, this withholding presents a distinct problem to teachers.

According to Dr. Almack's figures, a teacher who receives a salary of \$2,000, now has only a purchasing-power of approximately \$1,454.50, as compared with the buying-power of the same salary 3 years ago.

In addition, however, to the drastic reduction in the purchasing-power of the money, the fact that about \$300 is taken for Victory and withholding taxes, leaves the purchasing-power of the \$2,000 salary of the teacher about \$1,100, or only about half of the apparent amount.

As stated above, it is true that the same condition prevails with other workers. However, the wage conditions now enjoyed by many workers are vastly better than those of teachers. Workers in practically every line of activity are able at the present time to engage in work which requires little time in learning and the remuneration is far greater than that received by a teacher.

If the schools of California are to remain open and if we expect to have teachers who must spend from 4 to 6 years in preparation and training for their positions, it is necessary to increase the salaries much above their present levels.

A study recently conducted by California Teachers Association Southern Section indicates that a large number of changes in the teaching profession during the past year have been occasioned by the fact that teachers have been attracted by better salaries which are offered in industry. It should therefore be the effort of everyone connected with education to see that the best teachers are retained in the schools.

The compensation of teachers should be of such a nature that the highest quality of students will be attracted to the teacher-training institutions, so that the schools may remain open and that every class will be conducted by a competent, well-trained teacher.

Dr. Almack shows, furthermore, that in 160 districts of more than 5 teachers, the salary range of the lowest 10% is approximately \$1575, while in the upper 10% bracket, i.e., 90 to 100 percentile, the salary range is approximately \$2,195. The average of each 10% between 10 and 90 shows an increase of approximately \$55 per year. The salaries in practically every instance in the districts with more than 60 teachers, are higher than those paid in the districts with fewer than 60 teachers.

Rural school teachers median salaries run from approximately \$1600 per year to \$1800 per year. When one contemplates the present purchasing-power of the dollar and the amount of taxes withheld, and the further fact that a large percentage of the teachers have dependents for whom they must provide, it is astonishing that the schools of California have been kept open.

Had not the State Legislature of 1943 increased the amount of apportionments for teachers by approximately \$200 per teacher per year, a very different story would have been told as to the number of schools which remained open during this period.

TO recapitulate, the buying-power of the dollar goes down as prices go up. Except in the case of those who work for wages and salaries, individual incomes tend to increase as prices rise. If the wage-earners pay is not increased, his standard of living has to be reduced or he is forced to use any savings he may have accumulated. The statement that the wages of labor are the last to rise and the first to fall is no longer true.

In the present emergency, wages of labor have responded quickly both to market conditions and to rising prices. The federal government has extended its influence in practically every instance before the National War Labor Board, when a question of increased wages was necessary to correspond with increased living-costs.

School teachers are not in a position to force an increase in their salaries through collective bargaining. These public servants have to depend upon public goodwill and upon a general recognition of their needs for increases in salaries to meet rising prices.

It is our earnest hope that the salaries of teachers in California will be increased this year. We cannot foretell how long the present conditions may continue but we do know that it is difficult to change the contractual relations with teachers during the school year. Salary increases must be made now so that future contingencies may be met.

Boards of trustees throughout California desire to be fair to their teachers. We believe that school boards should provide adequate salary increases commensurate with the increased living costs.

Roy W. Cloud

State Executive Secretary
California Teachers Association

March 20, 1944

*Excerpts from the Almack Report:***Chapter 1. Living Costs of California Teachers**

IN judging the adequacy of teachers salaries, consideration must be given to the purchasing power of the dollar. When its value in goods is 100 cents, a salary of \$2000 a year will buy \$2000 worth of goods. When its value is 75 cents, a salary of \$2000 will buy only \$1500 worth of goods.

The much-dreaded inflation has begun when cost-of-living indexes go above 100. Not what a salary is but what it will buy is the chief question in studying living costs.

The data and conclusions here presented on the cost-of-living have been drawn from two chief sources. The first of these is the cost-of-living indexes prepared by the Bureau of Labor Statistics of the Department of Labor. The second is the estimates of teachers for their own communities. The latter supplement the findings of the Bureau of Labor Statistics and furnish a view of conditions in every part of the state.

The data on living-costs of the Bureau of Labor Statistics have been compiled over a period of 31 years. These indexes, to quote the Bureau, "are designed to measure changes from time to time in prices to the ultimate consumer of goods purchased by a representative group of wage earners and lower salaried workers in the larger cities of the country." They constitute the simplest composite of living-costs available.

The Bureau has taken the cost of certain items "each weighted according to its importance in the average family budget," for the years 1935-39, and have computed the relative costs of the same amount of similar items at monthly or quarterly intervals for the succeeding years, the new indexes being first applied in January 1940. For convenience, the average cost in 1935-39 is taken as 100.

The items on which indexes are calculated are these:

All items	Fuel, electricity, and ice
Food	House furnishings
Clothing	Miscellaneous
Rent	

The California cities which have supplied data for the cost-of-living studies since 1913 are Los Angeles and San Francisco. Since the war started, two other California cities have been added to the Bureau list, — San Diego and Vallejo.

To supply background for the discussion of the validity of the indexes and the situation in California, the composite figures for the country are given for the years 1935-43.

Table 1 shows that taking these 51 cities and the wages and salaries of poorly-paid workers as representative, the cost of all items went up 24% during the years 1941-43. This increase was highest in food and clothing which, in the population covered in the indexes, comprise over half of the total cost-of-living. The operation of rent-control is indicated

in the fact that the indexes remained constant at about 108 for the years 1941-43. The validity of these figures will be discussed later. Note next the indexes for California cities: Table 2.

The table reveals that the cost of all items in 1943 exceeded the national average. Rents remained fairly constant but increased at a slightly faster rate than the national average. The most rapid rise was in the cost of food. Its index in San Diego in 1943 was almost 1½ times the standard index of the 1935-39 period. Food prices in San Francisco, Los Angeles, and Vallejo increased almost as much as in San Diego.

The point should be stressed here that these indexes do not indicate differences in the level of living costs among these four cities. One cannot say that because the cost index of all items in one city is 100 and in another is 125 that it costs less to live in the first city than it does in the second. Probably it does cost less, but all that

Table 1

Cost of Living Indexes by Groups of Items for 51 Cities, December 15, 1935, through December 15, 1943

Year	All Items	Food	Clothing	Rent	Fuel, Electricity & Ice	House Furnishings	Miscellaneous
1943	124.4	137.1	134.6	108.1	109.5	127.9	118.1
1942	120.4	132.7	125.9	108.0	106.3	123.7	112.8
1941	110.5	118.1	114.8	108.2	104.1	116.8	107.7
1940	100.7	97.3	101.6	104.9	100.7	100.4	101.8
1939	99.6	94.9	101.3	104.4	98.6	101.1	101.1
1938	100.2	97.2	100.9	104.3	100.0	101.7	101.0
1937	108.0	102.7	104.8	103.7	100.7	107.0	102.0
1936	99.8	101.6	99.0	98.1	100.5	97.9	99.1
1935	98.0	100.0	96.9	94.6	100.5	95.7	97.9

Table 2

Cost of Living Indexes by Groups of Items for Four California Cities, 1942 and 1943. 1935 — 1939 = 100

Cities: Items	Los Angeles		San Diego*		San Francisco		Vallejo-Benicia*	
	1942	1943	1942	1943	1942	1943	1942	1943
All Items	123.9	126.6	123.5	128.3	124.0	127.5	118.9	125.4
Food	142.8	143.3	147.5	157.1	140.1	143.7	136.7	152.1
Clothing	127.5	135.3	118.1	120.8	125.5	132.1	122.5	123.3
Rent	110.0	110.3	111.3	111.4	105.9	106.1	103.3	102.3
Fuel, Electricity, Ice	94.2	92.5	92.0	90.0	94.1	92.1	94.7	91.8
House Furnishings	118.4	119.2	121.2	122.0	119.2	120.9	115.2	121.5
Miscellaneous	114.5	121.0	112.6	117.7	119.5	125.1	110.5	114.1

* Data as of October 15, 1942, and April 15, 1943. Data for other cities as of December 15.

can be concluded is that in the first city costs have remained on the level of 1935-39 while in the other city they are 25 points higher than in 1935-39.

Teachers Reports on Cost-of-Living

ONE may note that over 90% of the replies stated that the cost of living has gone up in their districts since July 1, 1943. The increases reported were slightly higher in the control areas, which may be due to pressure or competition among buyers. Now and then mention was made of higher rents in new construction, in remodeled apartments, and through advantage being taken of sale and transfer of ownership.

Consideration of the 4 tables reveals several things in common. Not a single decline was reported in any item. The greatest increases were noted in food, board, clothing, and rooms. The fewest changes took place in utilities, transportation, and fuel. This is to say that the increases were greatest in those items that constitute the biggest proportion of the personal budget.

References to clothing frequently carried the notation of poorer quality and more restricted choice. Remarks concerning transportation suggested that increases seldom referred to bus, street car, and train but to personally owned and operated automobiles. Lower quality gasoline and heavier charges for repairs were named as explaining changes in this item.

* * *

Dr. Clyde M. Hill of Yale University is in San Francisco, making a survey of the administrative and personnel setup of the San Francisco City School Department. Dr. Hill has made a number of surveys of city school systems and is well-known for his activity in this line.

He is a graduate of Drury College, Missouri, and has served as president of Missouri State Teachers Association. He has his doctorate from Columbia. He has been a member of the Education Department since 1926; he is chairman of the department and Sterling professor of education.

Table 5

Estimates of Changes in Cost of Living Since July 1, 1943
Northern Rent Control Area

Items	No Change	Decline	1-5	Changes in Per Cent			Totals
				5-10	10-15	15-up	
Rooms	39	0	4	14	11	32	100
House Rent	47	0	0	18	14	21	
Clothing	7	0	7	25	18	42	
Board	11	0	11	18	14	46	
Food	7	0	21	11	22	39	
Fuel	50	0	11	11	14	14	
Utilities	82	0	7	11	0	0	
Transportation	80	0	7	0	13	0	
Medical Services	47	0	4	7	29	13	

Table 6

Estimates of Changes in Cost of Living Since July 1, 1943
Northern Rent Non-Control Area

Items	No Change	Decline	1-5	Changes in Per Cent			Totals
				5-10	10-15	15-up	
Rooms	40	0	19	9	6	26	100
House Rent	45	0	11	7	10	27	
Clothing	6	0	18	24	20	32	
Board	9	0	19	20	18	34	
Food	9	0	18	21	20	32	
Fuel	44	0	15	11	7	23	
Utilities	77	0	12	7	0	4	
Transportation	63	0	15	9	6	7	
Medical Services	60	0	10	8	7	15	

Table 7

Estimates of Changes in Cost of Living Since July 1, 1943
Southern Rent Control Area

Items	No Change	Decline	1-5	Changes in Per Cent			Totals
				5-10	10-15	15-up	
Rooms	37	0	15	11	16	21	100
House Rent	47	0	15	10	11	17	
Clothing	5	0	11	25	19	40	
Board	9	0	9	21	21	40	
Food	3	0	21	19	13	44	
Fuel	60	0	11	12	9	8	
Utilities	76	0	13	7	4	0	
Transportation	72	0	17	7	4	0	
Medical Services	38	0	9	19	12	22	

Table 8

Estimates of Changes in Cost of Living Since July 1, 1943
Southern Rent Non-Control Area

Items	No Change	Decline	1-5	Changes in Per Cent			Totals
				5-10	10-15	15-up	
Rooms	46	0	8	9	12	25	100
House Rent	50	0	6	11	13	20	
Clothing	11	0	11	23	14	41	
Board	12	0	15	21	19	33	
Food	5	0	21	21	17	36	
Fuel	51	0	11	9	11	18	
Utilities	78	0	9	4	3	6	
Transportation	70	0	9	10	5	6	
Medical Services	48	0	8	7	7	30	

YOUR CLASS OBJECTIVES

OBJECTIVES—DO YOUR STUDENTS KNOW YOUR CLASS OBJECTIVES?

*Spencer C. Scott, Teacher, Central Union High School,
El Centro, Imperial County*

WHERE are you going with your classes? Do they know what they are aiming for? Do your students have a philosophy and an objective to reach?

Applying educational theory and results from several semesters of experimenting, I have adopted a program in my history classes that can be applied with beneficial results in any class or subject you may present. During the first week of the school semester I, as the classroom teacher, present a philosophy of education and then request the students to submit a list of objectives to which they may subscribe.

This program of presenting a philosophy and a list of class objectives, was first applied in a junior high school in Wisconsin. The Teacher Training Council of the Wisconsin Teachers Association formulated a philosophy of education that is well-written and can be translated even to junior high school students. Using the ideas presented in the Wisconsin Philosophy the philosophy of education and of life was presented to a group of junior students in the Central Union High School.

A Program Philosophy

In my presentation to the students I attempted to show them we should have a philosophy for our class program as well as a philosophy of life. In general I pointed out the fact a philosophy is essential to a good program and important in determining progress and objectives.

There is not room here for a lengthy discussion of the presented philosophy, but some points or factors can be mentioned. The philosophy contained education based upon democracy, individual differences, the attitude of inquiry, freedom to discuss controversial questions, students inter-

ests, self-direction, student growth, adjustment, and drill.*

In fulfilling our philosophy we were to consider ourselves as average human beings and realize we are trying to advance, but not to discourage those making mistakes or criticize those who fail. We were to be democratic, but not loose or lax in our actions and thinking. At all times the students were to be given an opportunity to present their suggestions. All interests would be recognized through reason and understanding rather than through authoritative control.

Free to Improve

I pointed out the fact we are not "all born free and equal," but we are all free to improve, to advance, to better our conditions. I mentioned we would always respect personal beliefs, but also discuss truthfully and thoroughly all historical questions or problems. The attitude of inquiry was encouraged by explanation and example. It was pointed out how interests shape our life. Students were encouraged to acquire an assortment of interests. The class discussions and problems would present many opportunities to meet new interests and these were to be adopted and studied.

An effort was made to stress the value of self-direction. While teachers can assist, encourage, and explain it was shown the student had to assume self-direction and action. Much stress was placed upon the fact there is much satisfaction in life from doing good hard work. In the class subject we would resort to real drill and memorization to acquire basic facts

upon which discussion or argumentation could be based. Good hard work is not to be neglected in this course. By being free, considerate, democratic, or interested, we were not to become easy, soft, or lax.

AFTER a free, but not too lengthy discussion on a philosophy of education I attempted to define an objective and to explain the value of a list of objectives to fulfill a philosophy for any program. An attempt was made to explain ideas of objectives so that every student would have them so well in mind he or she could determine or write a list of objectives for this particular class. I was careful to make the issue clear without giving the students a list to copy.

After some discussion the class was requested to present a list of at least five objectives for the subject for the year. Students started the assignment in the classroom so that I could make a preliminary survey to determine if the majority had the correct idea. Students were urged to discuss this work project with their parents. The next day the lists were collected in the classroom.

When the objectives were obtained from the students a committee was selected to analyze the papers. Members of the class possessing an A or B in English were eligible candidates for the committee. The committee of three met with me and then were told to list the objectives as they found them on the students' papers, eliminate duplications, complete all single incomplete statements or suggestions, modify the grammar without destroying the suggested objective, and to select a chairman to present their conclusions to the class. They were also to make or obtain copies of their approved list of objectives. It was determined that all members of the class should have copies for their notebooks.

The Objectives

Three days after the first committee meeting the chairman presented me with a list of 42 objectives. The committee had divided the list into two classifications. They called one list subject objectives and the other list social objectives. After some discussion they decided to present the entire list under one heading and permit the students to recognize the difference.

After suggesting they eliminate several objectives as conspicuous duplications and to give themselves credit by a note of explanation at the bottom of the paper the committee typed and duplicated copies for the class. The chairman of the editing committee presented an oral report and led

*A Philosophy Of Education For Wisconsin.
By the Teacher Training Council, Wisconsin
Teachers Association, Madison, Fifth Printing,
1938.

the class discussion as the group discussed each objective.

During previous presentation of this idea I had the students discuss the list before it was duplicated. The final product was then a majority opinion of the class and the final product was always good. You may desire to use this method of presentation after the first list is compiled. However, I felt too much time was taken from the class period and a committee of good English and history students could do as good a job.

THE junior students of the high school presented the following list of objectives for the United States History Class:

1. Achieve a better understanding of our government so we can govern ourselves.
 2. Achieve a better understanding of our national, state, and county problems.
 3. Learn causes and results of events in history.
 4. Learn relation of American events in relation to others.
 5. Be able to determine important points in newspaper articles, radio, text-books.
 6. Keep up-to-date in current affairs.
 7. Learn more about the democratic way of life.
 8. Discover each country's contributions to the United States.
 9. Learn more about interracial understanding.
 10. Learn the reasons for wars.
 11. Find out what we can do to help our government.
 12. Be able to know some of the interesting facts behind the news of today and yesterday.
 13. Learn to add knowledge and happiness to the world.
 14. Know more about the great men and women of America.
 15. Get a better understanding of the development of American history.
 16. Learn more about the Constitution.
 17. Learn how the government runs in war.
 18. Have an understanding of laws and methods of enforcing them.
 19. Learn more of our former presidents.
 20. Have a better appreciation of our Constitution.
 21. Improve our manners in class.
 22. Appreciate the person who is talking.
 23. Always be prompt.
 24. Always come to class prepared.
 25. Pay attention to the speaker.
 26. Learn self-control.
 27. Achieve ability to find references.
 28. Have a better understanding between class and teacher.
 29. Work in a group quietly and satisfactorily.
 30. Follow the instructions of the teacher.
 31. Be able to express our thoughts and ideas intelligently.
 32. Learn to work things out for ourselves.
 33. Become more broad-minded.
 34. Discussion with teacher if misunderstanding should occur.
 35. Learn how to spell better.
 36. Achieve better speaking ability.
 37. Improve vocabulary.
 38. Learn class cooperation.
 39. Learn consideration of others.
 40. Learn to concentrate thoroughly.
 41. Learn to overcome prejudices.
- Objectives contributed by all members of the Fourth Hour United States History Class.
- Final Objective List compiled by a class committee consisting of Cherie Hamilton, Chm.,

Winna Lackey, Helen Maynard, Esther Weakley.

You may note an element of duplication in the list. It was deemed desirable to have some of the statements or objectives remain in the list even though the committee and I thought there was an element of similarity. To be sure all of the students and not only the brilliant members would derive full value from the list the duplication was allowed and considered beneficial. In presenting this program in the past the amount of duplication usually resulted in more advantages than disadvantages to the student. Too great a condensation causes a compact list and leaves too much to the students imagination.

Class Discussion

The discussion in the class centered in the interpretation of the list by the committee and comments of the original contributor. After the report and discussion the students were encouraged to make any additions deemed desirable and to file the list in their notebooks for future reference. I encouraged the students to refer to the list at least once a week and to use the objectives as a self-rating chart. It is thought desirable to take class time to review the list quarterly or at least one week before the grade reports are due to the office or to the students.

THE benefits of applying the list of objectives as a self-rating chart are almost unmeasurable, but agreeably beneficial. The list answers the student who frequently wonders just what does make up his grade or how the teacher determines the grade mark for the members of the class. No matter what marking scale or system you may use you can, with an objective list, point out the fact the class has listed the basis for the grade and they knew well in advance the factors to be included in the evaluation program. Your grade system ceases to be a "personal, teacher-devised, rating-scheme."

The student becomes concerned because he had a hand in devising the rating scale that was to be applied directly to him as frequently as the school required a report on student progress. The teacher may have to help the student obtain the habit of reviewing the objectives by referring to them occasionally so that the student will apply them to his own work as the semester or year progresses. You will devise your own technique as you apply this objective idea to your own group of students in the various grades or levels.

There is great value in discussing an educational philosophy and the objectives of a course with the student. We agree it is essential to have a plan if we expect to make progress. Of course we have our

lesson plans and the prescribed course as determined by the state, county, or city in which we teach, but as yet the student has not been consulted about the work he or she has to do to complete the course.

If you undertake this objective plan and allow the students to do most of the listing and talking you will find they desire to progress and believe in high ideals. The students will work harder for you and for themselves because they know they had a voice in determining their program in so far as your class is concerned. The classroom teacher merely has to justify the means to gain the listed objectives.

You will have little trouble presenting class topics or work that may have seemed meaningless and tiresome to the student because it was your idea they learn it. Now, with the objectives listed, your suggested work plan is a means to reach the thing they desire to accomplish. The student is aiming at something with a meaning to him and using your lesson plan to help him or her to reach their goal. The program is worth undertaking just for the motivation it stimulates in the students.

The objective plan is also democratic. Many of our schools today still do not resemble democracy because the student is told everything he or she must do within the walls of the institution. We agree we must present an attitude and atmosphere of democracy in the classroom if we expect democracy to grow or become stronger in our nation. The objective plan allows us to inject the spirit of democracy in our classroom.

New Ideas

This objective plan is not new and it is not perfect. Every time I have presented it to a class new ideas were suggested and incorporated in its next application. Will you try it in your classroom? Perhaps you can present valuable suggestions to this type of classroom program with a minimum amount of effort on your part and at the same time develop a maximum amount of progress in your classroom.

SOME time after presenting the list of objectives to the class they were urged to assist me with this article. I asked them to write an article reflecting their understanding of the objective assignment. I here submit two of the results for what they may be worth to you as student reaction to the plan suggested in this article:

We history students were asked to make a list of the things we hoped to achieve in our fourth period (United States History) class. When Mr. Scott told us this list was to be used as a standard by which we would be graded there were groans and other expressions of dis-

pleasure. At the time I agreed, but since then I have had a chance to read the objectives and think they are a good set of rules.

These objectives of our contain everything from overcoming prejudices to the Constitution and on to current events. When you stop to think about it, all of these contribute to history even if only to make the class room procedure more smooth.

When it comes down to bare facts the list of objectives are really a list of things we will be expected to know in later years and by grading us on them now—thus making us conscious of them—we will strive to improve ourselves.

A comment should also be made on the way this list was compiled. Mr. Scott didn't make it up, letting himself in for complaints by doing so, but instead had nothing to do with the list of objectives so that if we don't like any particular one or another we have only ourselves to blame.

Marilyn Tison

When the assignment was first given to the class to make a list of what each individual believed should be the objectives in the United States History class, I thought the idea a good one. It makes the student think about what he should gain from the course and gives a preview of that for which he should strive. The idea is also conclusive to starting his thoughts in this line, "What have I achieved

in previous classes? What more should I have achieved?" When he realizes what he lost in other courses, perhaps he will strive to make up that list in the classes he is in at the present.

After the objective list had been compiled by each individual in the class and later by a committee from the class, the announcement was made that this list would be used as the basis for making out quarter and semester grades. Again I was favorably impressed, but even more so this time. I think it a very good idea for the students to know not so much how they will be graded, but what they should learn and gain from a course. In my opinion, the students will work harder if they know exactly what to learn.

Esther Weakley

* * *

Gateway to Citizenship

THIS manual of principles and procedures for use by members of the bench and bar, the staff of the immigration and naturalization service, civil and educational authorities, and patriotic organizations in their efforts

to dignify and emphasize the significance of citizenship, by Carl B. Hyatt, Specialist in Education, Immigration and Naturalization Service, Department of Justice, in cooperation with the Committees on American Citizenship of the American Bar Association and the Federal Bar Association, is edited by Edwina Austin Avery.

Published by United States Department of Justice, Immigration and Naturalization Service, California teachers may obtain copies by addressing that office in Los Angeles and San Francisco; or Commissioner, Immigration and Naturalization Service, Philadelphia 2, Pennsylvania.

This well-bound and well-printed book of 160 pages gives a complete account of the naturalization ceremonies and source materials. It dignifies and emphasizes the importance of citizenship, particularly in relation to the ceremonies marking the culmination of the naturalization process.



Above is shown a group of boys at Tule Lake High School, Siskiyou County—George Rieben, principal—turning a Babcock Centrifuge. That county is an important California dairy area. 1943 was the centennial anniversary of the birth of Stephen Moulton Babcock, the great dairy scientist. Upon his findings are based the records of millions of dairy cows. Tests made by the Babcock machine help select famous strains of butter-fat producers, send thousands of "boarder" cows to the butcher. Learning to operate the Babcock tester is a common step in the education of a Future Farmer. Perhaps a million vocational agriculture students have received such instruction in the last 35 years. The picture is symbolic of the manner in which Dr. Babcock's simple invention reaches into the heart of American farming communities and into basic agricultural education.—Plate courtesy of The California Future Farmer Magazine.

TEACHERS SALARIES

THE FOLLOWING STATEMENT HAS BEEN SENT BY CTA CENTRAL SECTION
TO EVERY SCHOOL BOARD AND TO EVERY TEACHER IN
THE CENTRAL SECTION

California Teachers Association
— 1944
Central Section

Teachers Salary Committee Report to School Boards

*This service is made possible by
membership in CTA**

IN our report to you last year we mentioned the fact that there would probably be a shortage of teachers. This shortage has developed and is now acute. It will become even more serious unless steps are taken to correct the conditions which have caused it.

1. The pinch between relatively low and static salaries and increasing living costs has already had a devastating effect upon teaching. Thousands of teachers have left the profession for the higher wages paid by industry. Thousands of others see their students leaving high school and making better wages than teachers of long experience.

2. Teachers do not deplore the advances made by other groups. But the public should consider its employees in relation to certain facts. The pay check of the average factory worker is today at least 80% above the year 1939. Workers in shipyards have doubled their earnings since the last pre-war year. The income of farmers throughout the nation will be this year nearly three times larger than the pre-war figure. Meanwhile teachers salaries have increased on the average of less than 10%.

3. These conditions have had their natural result—200,000 teachers have already left the profession in the United States. These teachers cannot be replaced by properly trained individuals because young people are not registering in our teacher training institutions, due to the attractiveness of better pay in other occupations. Teacher training institution enrollments have dropped 60 per cent below 1940-41. Also many who get credentials now do not use them but go into other

work with the result that there are fewer teachers available. This trend can only be overcome by making the teaching profession more attractive financially.

4. We appreciate your cooperation and willingness to accept our recommendations of last year but now conditions we face are worse. Our recommendation in 1943 was based on the Little Steel Formula. However, the cost-of-living has not been held within the levels contemplated. According to the government's own figures the cost of living has increased 25% since 1941 and according to a study recently presented to the President and Congress by organized labor the increases have actually been 43%.

We recommend that school boards keep these facts in mind when preparing 1944-45 teachers' contracts.

5. A nation with any concern for its own future cannot sit idly by and see its children, who must carry the burdens of civilization during the years ahead, deprived of their rightful heritage of good teaching. To provide such teaching is the paramount duty of each generation to the next—the debt eternal of maturity to youth.

We are anxious to do everything in our power as a teacher organization to assist you in correcting the conditions which are now confronting our schools. However, the ultimate responsibility rests with you as School Board members.

This report is sincerely submitted to the School Boards of the Central Section with the earnest desire that we retain good teachers for our children.

Edward Sewell

Chairman, Central Section
California Teachers Association
Teachers Salary Committee.

* * *

Boys and Girls Week

1944 Observance — April 29 to May 6

COMMUNITIES throughout the United States are preparing for the 24th annual observance of National Boys and Girls Week, April 29 to May 6.

Boys and Girls Week deserves the serious attention and active cooperation of all who are interested in the welfare of youth. The

unprecedented rise in juvenile delinquency, and the wartime dislocation of the normal life of boys and girls, have created problems for youth that make it evident that more assistance is needed now than was necessary in times of peace.

Boys and Girls Week affords a splendid opportunity for the presentation of a program which will focus the attention of the community on its greatest natural resources — its boys and girls.

Helpful suggestions for carrying out the program may be obtained free of charge from National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1.

* * *

Childhood Education

Dear Editor:

California Association for Childhood Education held its State Executive Board Meeting March 11, 12 in Oakland, at the home of Mrs. Sadye R. Lewis, State President.

Dr. Ina K. Dillon of Fresno State College and Dr. Elizabeth Woods, of Los Angeles City Schools Guidance Department, had as their theme Community co-operation for improving the child's world . . . with present and post-war planning. State officers who attended the meeting were:

Sadye R. Lewis, president, Oakland; Elizabeth M. Floding, corresponding secretary, Oakland; Mrs. Gladys L. Chandler, recording secretary, Culver City; Sarah Jane Carden, treasurer, Sacramento; Mrs. Phyllis Henfling, vice-president, Fresno; Mrs. Muriel Johansen, vice-president, San Francisco; Eunice Tuttle, vice-president, Sacramento; Abby Perry, vice-president, Long Beach.

Dr. Jane Castellanos of Mills College, president of California Association for Nursery Education, Bay Section, and Mrs. Esther Lipp of Berkeley, advisor, also attended the meeting.

Policies for the year were discussed. Plans for a statewide study in line with our state educational study committee activities were formulated.

Elizabeth M. Floding

Corresponding Secretary of CACE

* * *

Pre-Induction Training

PRE-INDUCTION Training is the title of a 26-page, illustrated bulletin describing the program developed for the United States Army by

*This line was used only in the letters sent to teachers; not to trustees.

the Industrial Personnel Division, at the Headquarters Army Service Forces, Washington 25, D. C.; James P. Mitchell is director of the Industrial Personnel Division.

The mission for pre-induction training has recently been transferred from the Industrial Personnel Division to the Office of the Director of Military Training, Headquarters, Army Service Forces. Pre-induction training continues to grow in the significance of its contribution to the nation. Its importance will continue as long as men are called upon to join the Armed Forces.

* * *

Practical Radio

SUPREME Publications, publishers of radio books, manuals, and diagrams, 328 South Jefferson Street, Chicago, have issued Practical Radio and Electronics Course for Home Study, 3 volumes, paper bound, with many illustrations, prepared under direction of N. M. Beitman.

He is nationally known in the radio field as an expert and is the author of numerous radio books and articles. Among the 53 lessons is material on television, UHF, facsimile, ignition, X-rays, FM, radio servicing, welding, radio transmitters, and other topics related to electronics.

The lessons are well-illustrated and easy to follow. Special comments placed adjacent to the text material explain the difficult parts, offer suggestions, give references, and in general take the place of a teacher; price \$3.95.

* * *

Best-Liked Literature

GINN and Company have issued three new anthologies, grades, 7-9, by Broening and others, entitled Best-Liked Literature.

This new collection, the product of extensive research and of classroom tryout, has variety, interest, freshness.

In content and organization in strands, or units, it follows the recommendation of An Experienced Curriculum in English, the influential study of National Council of Teachers of English. Angela M. Broening is head of the English department, Forest

Park High School, Baltimore.

This new series has been especially planned for Boys and girls of junior-high-school age—to give them the kind of reading they like and to stimulate their reading interest. Its selections—some from the past, more from the literature of the present—have been classroom-tested to make cer-

tain their appeal. The romanticism, the idealism, the yen to know about things—these and other characteristics of youth will find ample satisfaction in these fascinating pages.

Book 1, large format, 575 pages, many illustrations, price \$1.56. Book 2, 565 pages, \$1.60.

EDUCATION AND BUSINESS

CHAIRMAN OF CHAMBER OF COMMERCE OF THE UNITED STATES
COMMITTEE ON EDUCATION MAKES IMPORTANT STATEMENT

EXPRESSING belief that Education and Business must form an imperative partnership in the post-war world, Thomas C. Boushall, Richmond, Va., banker and chairman of the Committee on Education, Chamber of Commerce of the United States, declares that a reluctantly-met school tax must be converted into an eagerly-sought investment.

Speaking before the recent War-time Conference on Education, held in Chicago under auspices of American Association of School Administrators, Mr. Boushall asserted that Education and Business must concur in the belief that "only with increased appropriations can education improve its processes of training youth to take its place in business."

Two aspects of the problem shared jointly by Education and Business were discussed by the speaker. "The first," he said, "is a joint approach to a better understanding of each other; the second is an approach to the problem of being able to find adequate funds for the full and free function of education at its best, untrammelled by any lack of funds."

Decrying the lack of understanding which he said has long existed between Education and Business, he declared a better understanding is in sight, adding:

"There is a rapidly rising appreciation of the fact that Business is not giving the cash support to education that it must have to function efficiently and effectively; and that Education is not turning out students who are adequately fitted to move out into our modern and highly complex society and our modern and highly mechanized industry

to perform to their fullest potential efficiency either as producers of goods and services or as consumers of these produced and rendered items."

This awakened interest in Education on the part of Business does not stem, Mr. Boushall said, from the fact that school expenditures are the major items in local and State taxes, but from the dependence of Business upon the products of education for its productive and operating personnel.

One emphatic reason why Education and Business must go arm-in-arm into the world of tomorrow, Mr. Boushall said, is that "we must increase the cultural appetites of 131 million people to the end that they will want an increasingly better way of life, and therefore want to earn wages and salaries to command the things that appreciation has made them reach out to obtain."

In developing this theme, the speaker made specific mention of the often-maligned gasoline tax, which, he asserted, has built the roads of America into the most magnificent highway system in the world.

"As a consequence," he added, "good highways have provided such a stimulus to the production of automobiles that every man, woman, and child can ride in these vehicles at one and the same time. The results are far reaching and beggar description within the confines of a volume to tell of the social advancement that has resulted from the linking of rural and urban areas; that has been achieved through the consolidation of schools; and that has created wealth through the increase of farm-to-market transportation facilities. The story runs on into the expansion of our economy, into the production of cars and all the accessory items and connected fields which in turn have built more roads, produced more social betterment and still more economic expansion.

AGAIN, through money spent for Education, we can cause a social and economic revolution in a forward surge of our economy, together with a series of great strides in social betterment."

JUAN'S NEW FLAG

A CHILD TAKES PART IN CALIFORNIA HISTORY

Helen E. Hoyt, Teacher, Garvanza Elementary School, Los Angeles City

ONE day, nearly a hundred years ago, in Captain Fremont's headquarters at San Luis Obispo, stood a little Mexican boy. Juan gazed at the strange red and white striped flag, with white stars in a blue sky. That was not the padre's flag, stretched against the rough adobe wall behind the captain, but it was pretty.

Holding tight to the madre's hand, Juan looked straight at Captain Fremont. The madre's hand trembled. A tear from his big brown eyes rolled down Juan's dark cheeks, past his bright red jacket, and splashed on the bare foot peeping below a long trouser leg. He sniffed and winked hard. He was eight. If he cried, his little sister Juanita, holding the madre's other hand, would cry. That might spoil what the madre was trying to say to the captain.

"Mi padre," his lips quivered. But he tightened them, and, with the hand away from the madre clutched his sombrero.

Captain Fremont's funny stiff hat lay on the crude table. He stroked his dark beard and looked silently at the madre. Finally he spoke.

"No, Senora Pico, I would not want you to work for me the rest of your life. It is not a question of pay. Do you understand what your husband did?" The captain's voice was kind and sorry. "He was a prisoner. We freed him because he promised not to fight us or talk against us again. He broke that promise. The law says he must be shot."

"Oh, but Captain!" the madre cried, her voice choking. She shook herself free from Juan and Juanita and knelt on the cold floor. Her yellow scarf slipped from her black curls and fluttered unnoticed between her dull green skirts and Juan's sleeve. Clasp- ing her hands and extending them toward the captain and the flag, she cried out, "He was thinking only of

us! The Spanish captain offered him much money. He is a good father. Would you want to shoot a good father, Captain Fremont?"

The madre's hand, reaching back as she rose to her feet, felt like iron on Juan's fingers. His brown eyes widened. The madre's black ones pleaded. What would the captain americano say? Juan could feel him studying them. He called a soldier. Juan admired the blue uniform as the soldier stood at attention.

"Bring Jose Pico here," ordered the Captain. Then, turning to them, "Step with your family over there a few moments, Senora."

Like three frightened shadows, they stood by the side wall. The madre replaced her scarf with trembling hands. Soon the soldier returned, bringing Juan's father before the Captain. The padre did not look up, but gazed stonily at the dirt floor.

"Jose," said Captain Fremont, "Your wife says you are a good father. Do you think, if I let you go, that, for your children's sake, you could keep your promise this time?"

Little Juan saw the padre look up quickly, with hope in his face. The padre's white teeth showed in a smile. "Oh, Senor Captain," he exclaimed. "Just try me! I will show you. I . . ." He could not say more.

"That is all, Jose. I believe you. Now you may go." The Captain beckoned the soldier to him and began giving orders about something else. The padre was free!

Tall Jose's little family fell suddenly upon him, Juan hugging one leg, and little Juanita the other, the madre's arms about his neck.

"Blessings! Blessings! The good God bless you, Senor Captain!" cried the madre, over the padre's shoulder.

"I salute your flag," said the padre, bowing as well as he could, from the center of the group.

The captain americano smiled and nodded, showing by a wave of his hand that he expected them to leave. Juan thought him a good alcalde.*

AS often as he could find excuse, in the following weeks, young Juan wandered into Captain Fremont's house. He understood that men were being gathered to march somewhere, if they were needed. Occasionally he could do a small errand, and that delighted him.

One morning he was polishing some of the Captain's brass buttons and dreaming that he might become a fine silversmith like Pedro Perez and make beautiful buckles. Hoofs clattered outside, and a horseman rode up in great haste. He entered, handed the captain some papers, and talked very low.

Juan could not hear; he caught only one word, San Pasquale. But Senor Captain was worried. What was troubling him? Errands and polishing were nothing. Oh, if he might really help. The button slipped from his fingers and rolled into a corner behind the bench. He ran to pick it up.

Captain Fremont looked up quickly. "Come here, Juan," he said. "Bring your father right away."

"Yes, Senor Captain, I hurry."

Juan's eager feet pattered swiftly to the little adobe hut where the family now lived. The madre said the padre was in the field. Juan hastened to him.

"Oh, padre!" he cried breathlessly, "Senor Captain wants you now!"

Very shortly tall Jose entered Captain Fremont's adobe office, his boy slipping quietly to his work in the corner. This time Jose stood straight as a yucca stalk, saluted, and waited orders.

Los Angeles Pueblo

"Jose," the captain began immediately. "This errand is very important. Our men have raised the flag in the Los Angeles pueblo; they are in charge there. But all through the country, many families do not wish to

* Judge.

follow us. They think we are here to upset their customs. Have you heard them?"

"Yes, Senor Captain. I hear often."

"Others are friendly?"

"Some amigos. Some . . . don't know," answered Jose.

The Captain spoke swiftly. "We must move camp immediately to Cahuenga. That is a central place. I will send notes to De la Guerra, Carrillo, and others, to meet us there. You ride into the country and invite as many as will come, and we will talk there together. I have had news from the coast and from San Pasquale. Take a good horse; bring me news if there is any."

"How carefully the padre listens," thought Juan.

"Tell them, Jose," Captain Fremont continued, "our government wants to help them, not to change their ways. We can do much for the people here. Do your best to show that we are friends, and that we can be a great nation together."

"I will go," said Jose proudly. "I tell them, Senor Captain, that you help me, and you help them."

Little Juan's eyes shone, as he put away the buttons and followed the padre from the room. Later, when the padre lifted him upon a splendid white horse, and leaped up after him, his heart beat fast. They waved their sombreros at the madre and Juanita and set off down the field.

"The Indians will grind much corn and the madre will make many tortillas tomorrow," said the padre. "You will help me. I talk to the men, you tell the story of Senor Captain to the children." Juan's heart fairly burst with pride.

THREE mornings later, a very tired and sleepy Juan rode with the padre to the little adobe building at Cahuenga, Captain Fremont's new headquarters. Several rancheros in gay serapes and fine sombreros were there before them. San Luis Indians, in duller colors, were busy at many tasks. Several brush shelters had been built. Small children and patient babies in

cradles, watched while their mothers hurried back and forth between the shelters and the few adobe houses.

The Captain himself came out to welcome the padre and Juan. "Good work, Pico," he said. The padre was an important man.

Young Juan searched for the madre. In one of the small square houses he found her, making tortillas and cooking meat. She gave him some meat. He had not known he was so hungry. Now, in the excitement, he soon forgot his weariness. What a big three days it had been.

Tortillas and Meat

As he nibbled a tortilla, he told the madre how he and the padre had ridden many miles, to ranches and haciendas. The padre had talked to rancheros and vaqueros, inviting them to the meeting. At one place the people were having a party. There were grand ladies, and fine musicians.

"The padre talked long with the men, mi madre," Juan said impressively. "The children played games in the patio, but I did not forget to tell them about the good Senor Captain." He explained how he, Juan, had stayed at San Gabriel with the great General Pico, while the padre came by night to Senor Fremont, with Don Rico and Don De la Guerra, and back again. The madre was very proud.

The weather was warm for January, almost like spring. Juan gathered small wood for log fires, helped feed horses, and ran errands. Other fine rancheros arrived, also two more messengers from General Pico. The General himself was not far away, somebody said. Juan was kept too busy to get his fill of the good smelling tamales. Whenever he could, he stopped at the Captain's building. Either Senor Captain or one of the others was always making a speech. Nearly all day they talked and talked, about something they called a treaty, and smoked cigarettes.

LATE in the afternoon, Juan slipped quietly in and curled up in a corner. The men were all busy talking

and writing on a paper at the table; nobody noticed him. A man wrote something and they talked some more, then he wrote some more. Would they never get through? The captain wrote his name, some of the other men signed, and the padre wrote his name, too. Their talking smoothed out into a soft hum.

Suddenly Juan felt the padre shaking him. "Come, come," he was saying. "Wake up and hear the news, and come to the feast. The paper has gone to Los Angeles Pueblo."

Juan opened his eyes, stretched and yawned. Nearly all the men had left the building. "What paper?" he said sleepily.

"Why, the treaty, the paper about the Captain's flag," answered the padre. "Captain Russell is taking it to Los Angeles. We are Americans now. See! The Captain gave me this for you." He held up a small American flag.

"For me?" said Juan, reaching for it wonderingly.

"Yes," answered the padre smiling. "I have one, too."

Juan's big brown eyes were wide open now. He looked at the big flag on the wall. "Mine is just like Senor Captain's!" he exclaimed, his eyes sparkling, and hugging the little flag to him. "Oh, and padre . . . It is our flag now? No?"

The padre nodded.

Juan skipped happily ahead, saying, "Where is he? Now we will eat *many* tamales!"

* * *

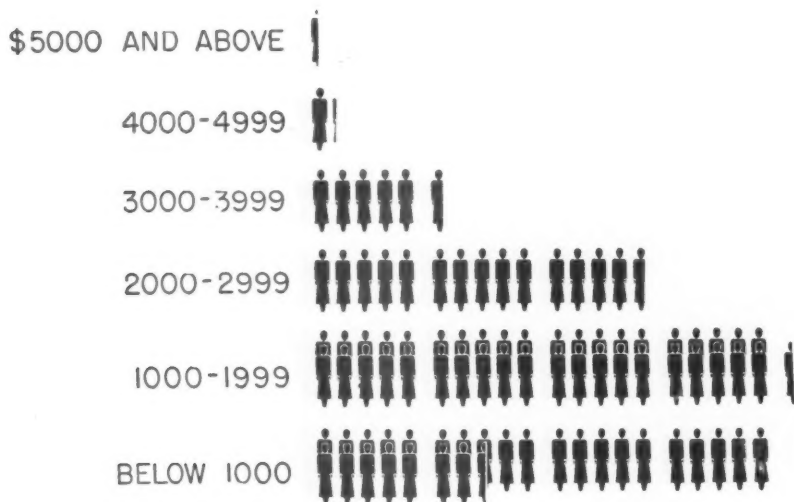
Exceptional Children

THE Macmillan Company has issued *Introduction to Exceptional Children*, an outstanding text of over 500 pages by Harry J. Baker, PhD, director of the psychological clinic, Detroit Public Schools.

Attractively printed and with unusually beautiful and interesting pictures for a book of this type, Dr. Baker's excellent text is a most timely contribution and could well be considered as "must" reading for all who deal with children; price \$3.50.

California Public School Teachers Salaries Must Be Raised

SALARIES PAID TO PUBLIC-SCHOOL CLASSROOM TEACHERS, PRINCIPALS, SUPERVISORS, AND SUPERINTENDENTS, 1942-43



EACH SYMBOL REPRESENTS 10,000 PERSONS

SOURCE: ESTIMATES BASED ON NEA STUDY OF CITY SCHOOL SALARIES IN 1943 AND EARLIER SURVEYS OF U.S. OFFICE OF EDUCATION.

THE pinch between relatively low and static salaries and increasing living costs has already had a devastating effect upon teaching.

Thousands of Teachers have left the profession for the higher wages paid by industry.

Thousands of others see their students leaving high school and making better wages than teachers of long experience.

Don't let anyone tell you that teacher salary improvement is either unpatriotic or inflationary.

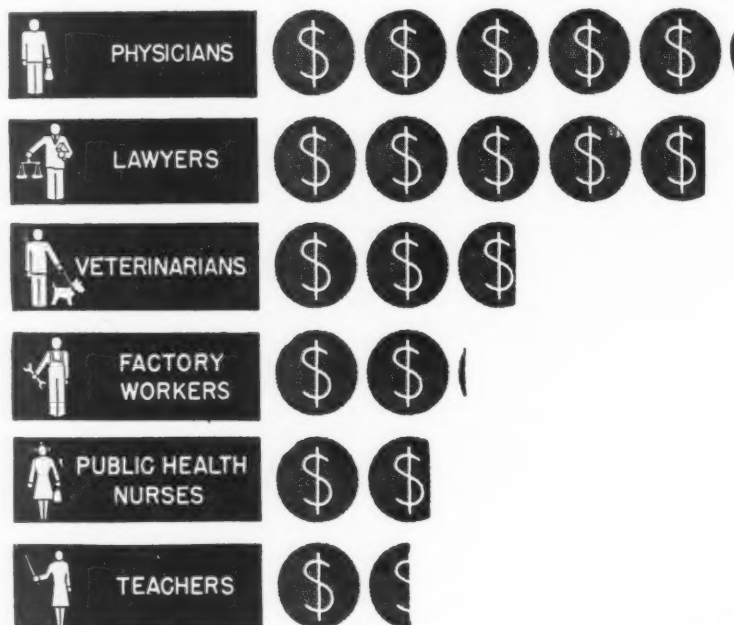
Nothing is more patriotic than keeping the schools functioning as efficiently as possible under war conditions.

AVERAGE ANNUAL EARNINGS

THERE is need for public-spirited laymen to vigorously oppose the present disintegrating trends. The Teacher's contribution to the war effort must be publicly recognized. Plans must be made for better education for a better America.

A nation with any concern for its own future cannot sit idly by and see its children, who must carry the burden of civilization during the years ahead, deprived of their rightful heritage of good teaching.

Plates and text through courtesy of NEA.



EACH SYMBOL REPRESENTS \$1000

DATA ON FACTORY WORKERS, NURSES, AND TEACHERS FOR 1942; ALL OTHERS, 1941.

SOURCES: U.S. DEPARTMENT OF COMMERCE, NATIONAL ORGANIZATION FOR PUBLIC HEALTH NURSING, AND NEA.

Res. Div., Nat. Educ. Assn.

The Making of America

SMITH and Durrell, publishers, of 25 West 45th Street, New York City, have issued a large volume entitled *The Making of America, Land of the Free*. Prepared by Pennsylvania Writ-

ers Project, this book is sponsored by Pennsylvania State Department of Public Instruction and Pennsylvania Federation of Historical Societies.

The Writers Project, in preparing this book, made intensive study in all available records covering the history of America.

Each story is short and covers a particular phase in the making of America.

The explorers, the various wars and the different economic periods of the country are described in a method readily understood by every reader. Every page is illustrated with pen-and-ink drawings which add materially to the value of the book.

TEACHER RETIREMENT PLAN

BY INTERIM COMMITTEE ON FINANCE, CALIFORNIA STATE LEGISLATURE,
ASSEMBLYMAN LEE T. BASHORE OF GLENDORA, CHAIRMAN

Preface by Roy W. Cloud

THE Board of Directors of California Teachers Association in 1941 decided that its major activity before the opening of the 1943 session of the California Legislature should be an endeavor to have enacted an actuarially sound retirement law, to replace the present unsound State teacher retirement system which was enacted in 1913 and modified in 1935. Competent actuaries who had examined the system on several occasions all declared the existing system unsound and unsatisfactory.

The last of these investigations was made by the California State Board of Education on authorization of the California Legislature. The actuary employed by the State Board of Education, after careful investigation, stated that the Permanent Fund of the present system showed a deficit of over \$130,000,000 and that the deficit would become progressively greater each year that the system continued in operation.

Following this investigation, a statewide Retirement Committee of 21 members was appointed by CTA Board of Directors. Louise Beyer of Berkeley (now Mrs. E. G. Gridley) was chosen as chairman of the committee. A smaller Working Committee, consisting of one member from each of the six CTA Sections, was selected from the large statewide committee and entrusted with the duty of presenting ideas and plans which would form the basis of any proposal to be submitted to the Legislature.

Coates and Herfurth of San Francisco and Los Angeles, a well-known firm of consulting actuaries, was employed by California Teachers Association to assemble the actuarial data needed in the preparation of a bill to be presented to the Legislature.

After 2 years of intensive work and study, a proposal presented at the April 1942 annual meeting of the State Council of Education was accepted by the State Council by unanimous vote. The teachers of the State were then informed of the plan and action was taken throughout the six CTA Sections endorsing the proposal.

The CTA plan as adopted was then submitted to an Interim Committee on Teacher Retirement, of the State Assembly. Honorable C. Don Field of Glendale was the chairman of this committee, which approved the CTA plan. Mr. Field introduced it in the Assembly as A.B. 1107 of the 1943 Legislature.

The bill passed both houses, after public hearings and full consideration. In the Assembly, only 12 of the 80 votes were recorded against it. In the Senate, it passed unanimously, without a single dissenting vote. The bill as passed was presented to Governor Earl Warren who vetoed it, stating his opinion that there were certain factors which discriminated against teachers not in the 3 school districts which had local retirement systems, namely, San Francisco, Los Angeles and San Diego.

In vetoing the bill, Governor Warren promised that he would have a bill prepared to present at a Special Session of the Legislature early in 1944, which could be enacted at said Special Session and become operative by July 1, 1944, which was the effective date of A.B. 1107.

Accordingly, the Governor delegated to a Special Committee, consisting of three Senators and three Assemblymen, the task of preparing a retirement bill. This committee further delegated to Assemblyman Lee T. Bashore of Glendora the specific task of having a bill drawn on actuarial principles which would provide a sound retirement system but which would not contain the provisions which the Governor believed were discriminatory.

Mr. Bashore contacted a group of actuaries in Los Angeles who, after months of statistical labor, have prepared a proposal which in many respects is similar to A.B. 1107. The payments for retirement salary are approximately the same, the benefits for teachers who are not in districts which have local retirement systems are approximately the same as those provided by A.B. 1107.

On March 16, Mr. Bashore called together a group of representatives of statewide organizations, — California Taxpayers Association, California State Chamber of Commerce, California Farm Bureau Federation, other tax organizations, State Federation of Women's Clubs, State Congress of Parents and Teachers, California Retired Teachers Association, and California Teachers Association. Altogether, 21 groups were represented.

Mr. William Brybee, head of the actuarial group who had prepared the proposal, explained the details of the new plan. Mr. Bashore and other members of the committee of the Legislature questioned the various representatives concerning their ideas of the plan.

The proposals of the actuaries were presented in mimeographed form and contained much of the data necessary for the preparation of a bill. However, the costs to the individual teachers had not been compiled. It is expected, however, that within approximately two months these costs can be ascertained by the actuaries.

Mr. Bashore announced before the close of the March 16 meeting, that a second meeting would be held April 21 in the State Building, San Francisco, when the representatives of the same organizations would be requested to be present and, after having studied the proposal carefully, suggest amendments and changes which should be made.

THE Governor has promised that the Special Session shall be held the last week of May. It is expected that at that time the plan will be presented and passed.

It is probable that numerous changes may be necessary in the proposal. Mr. Bashore desired it to be distinctly understood that the plan is tentative only and is subject to change at any time by the Interim Committee or by the actuaries. The plan follows on Pages 2, 3, 4.

Proposed tentative Plan by Assemblyman Bashore, subject to change without notice.—Ed. March 16, 1944.

Proposed California State Teachers Retirement System

Effective Date: July 1, 1944

A. Membership

ALL persons eligible for membership under the terms of the present California State Teachers Retirement System.

B. Service to be Credited

Service shall be computed as under the present Act except that no credit will be allowed for any service rendered outside the State of California after the effective date, for which remuneration is not paid through a California school district.

Service credits toward retirement benefits under the Retirement Annuity Fund described below will not be allowed for any year or years for which annuity credit is allowed under a Local Fund.

C. Retirement Funds

1. The Permanent Fund as now established under the present Act will be continued for all members, except as modified for out of state service rendered after the effective date of the amended Plan, and except for changes with respect to contributions to the fund by members and by the State as set forth below.

2. The Retirement Annuity Fund is established on the effective date of the amended Plan to provide retirement benefits supplementing those payable from the Permanent Fund, as to teachers not members of a Local Fund, and to provide funds to be subvented to school districts which are now supporting their own Local Fund Plans supplementing benefits available under the Permanent Fund.

3. The Annuity Deposit Fund as established under the prior Acts will be discontinued, as respects further deposits, as of the effective date of the amended Plan; and contributions made theretofore by a member will be returned to him in cash with interest, or may be left to accumulate with interest to purchase an additional annuity at retirement for service or disability in an amount which such accumulated contributions will purchase.

4. The Retirement Salary Fund will be

maintained, into which amounts sufficient to pay benefits available under the Permanent Fund, the Annuity Deposit Fund, and the Retirement Annuity Fund are transferred in order that one warrant may be drawn as to any retired individual member for benefits due from these several Funds.

D. Benefits Upon Retirement

1. From the Permanent Fund:

Retirement benefits to all members as now provided under the present Act except for elimination of credit for service outside of California rendered after the effective date of the amended plan as outlined above.

2. From the Retirement Annuity Fund (Normal Retirement Age — 63):

Retirement benefits to a member not also a member of a Local Fund, shall be an annuity commencing at age 63 in an amount equal to the sum of the individual amounts of annuity purchased separately each year by his and the State's contributions for service after the effective date of the amended Plan, plus an annuity for service prior to such effective date.

Future Service Benefits (Credited Service After Effective Date)

For each year of such service the amount of annual annuity credited to any member will be equal to 75c for each \$100 of annual salary up to \$3000 earned by him during such year.

Past Service Benefits (Credited Service Prior to Effective Date)

For each year of such service the amount of annual annuity credited to any member will be in accordance with the following schedule, determined by the number of years elapsed between the effective date of the plan and the member's normal retirement at age 63.

Annuity for each year of such service if retirement occurs before:

7-1-45	\$4.00
7-1-45 to 7-1-46.....	5.00
7-1-46 to 7-1-47.....	6.00
7-1-47 to 7-1-48.....	7.00
7-1-48 to 7-1-49.....	8.00
7-1-49 or after.....	9.00

4. Optional Retirement Ages:

A member may elect to retire for service at an age earlier than Normal Retirement Age 63 but not prior to completion of 30 years' service if age 57 or younger, or at an age later than Normal Retirement Age 63 but not subsequent to age 68.

The amount of retirement benefits available at such optional date will be the sum of the amount provided under the permanent Fund, as under the present Act, plus the amount provided at Normal Retirement Age under the Retirement Annuity Fund adjusted to actuarial equivalent benefits at the earlier or later retirement age.

5. Adjustment in Retirement Benefits for Teachers Retired Prior to July 1, 1944:

Annuities and retirement salaries of persons retired prior to July 1, 1944, and who are active or retired members of a Local Fund, shall be continued unchanged

Examples of Combined Retirement Benefits at Age 63 (From Permanent Fund and Retirement Annuity Fund)

Average Annual Salary After Effective Date	Years of Past Service				
	35	25	15	5	0
Years of Future Service					
Effective Date	0	10	20	30	35
\$1500	740	938	960	983	994
2000	740	975	1035	1095	1125
2500	740	1013	1110	1208	1256
3000	740	1050	1185	1320	1388

Proposed tentative Plan by Assemblyman Bashore, subject to change without notice. — Ed. March 16, 1944.

in amount. But the State shall subvent the respective Local Fund Districts by an amount which shall be the equivalent of the increase in retirement salary which such members of Local Funds would have received had they not been members of such Local Funds.

Annuities of persons retired for service prior to July 1, 1944, who are not active or retired members of a Local Fund shall be increased by 20% of that portion of the annuity which was made available from the Permanent Fund.

E. Benefits Upon Disability

1. From the Permanent Fund:

Disability benefits to all members as now provided under the present Act, except for elimination of credit for service outside of California rendered after the effective date of the amended Plan as outlined above.

2. From the Retirement Annuity Fund:

A disability annuity to all members not also members of a Local Fund in the event of Total and Permanent Disability, provided the service requirement of the Permanent Fund as to qualification for disability annuities is fulfilled.

The amount of benefit to a member from the Retirement Annuity Fund will be equal to the annuity payable at Normal Retirement Age which had been credited to him to date of disability (both for service prior and after the effective date of the amended Plan) converted into an actuarially equivalent annuity on a disabled life at his attained age at disability. If the amount of disability annuity so calculated is greater than the amount of annuity to which he would have been entitled at his earliest optional retirement date assuming contributions based on his salary at date of disability to have continued to such optional retirement date, then an annuity equal to the latter optional retirement annuity shall be payable.

F. Members Contributions

1. To the Permanent Fund:

All members will contribute to the Permanent Fund, but at the rate of \$42.00 per year instead of at the rate of \$24.00 per year as under the present Act.

All teachers retiring after the effective date of the amended Plan will be required to have contributed to the Permanent Fund at the rate of \$12.00 for each year of service (not over 30 years) prior to July 1, 1935, \$24.00 for each year of service from July 1, 1935, to the effective date of the amended Plan and \$42.00 for each year of service after such effective date.

The amount by which actual contributions of a member are less than the amount required as above shall be deducted from Retirement or Disability annuities as now provided under the present Act, including interest where specified.

2. To the Retirement Annuity Fund:

All members who are not also members of a Local Fund shall contribute (in addition to the Permanent Fund contributions) at a rate which is dependent upon salary and attained age at entry into the amended Plan on or after its effective date, such amount as will approximately provide one-half the Future Service benefits.

G. School District Contributions

The school districts will contribute \$12.00 per year for each member, to the Permanent Fund as provided under the present Act.

H. Termination of Employment, or Death of Member Prior to Retirement for Service or Disability

1. Contributions made by a member to the Permanent Fund subsequent to July 1, 1935, will be returned without interest.

2. Contributions made by a member to the Annuity Deposit Fund prior to the effective date of the amended Plan and not previously withdrawn, will be returned in cash with interest.

3. Contributions made by a member to the Retirement Annuity Fund will be returned with interest.

I. Contributions to be Made by the State

1. To the Permanent Fund:

The State shall contribute annually an

amount determined actuarially to be sufficient to provide, together with contributions of members and school districts, adequate reserves for retirement and disability benefits based on members' service after the effective date of the amended Plan. In so determining adequate reserves, separation from service shall be taken into consideration.

In addition, the State shall contribute each year an amount determined actuarially to be sufficient to provide adequate reserves for retirement and disability benefits on members retiring for service or disability during that year, to the extent that such benefits are based on service prior to the effective date of the amended Plan.

In addition, the State shall contribute in each of the next 10 years commencing with the effective date of the amended Plan, an amount approximately equal to 10% of the difference between the Assets of the Fund on such effective date and the amount actuarially determined as being required as reserves to cover all future annuity payments to all retired members on such effective date.

2. To the Retirement Annuity Fund (For members not also members of a Local Fund):

The State shall contribute annually an amount determined actuarially to be sufficient to provide together with contributions of members, adequate reserves for retirement and disability benefits based on members' service after the effective date of the amended Plan. In so determining adequate reserves, separation from service shall be taken into consideration.

In addition, the State shall contribute annually in approximately equal instalments in each of the next 20 years, an amount sufficient to entirely fund the total cost of past service benefits for service rendered prior to the effective date of the amended Plan.

3. To School Districts Maintaining Local Funds:

The State shall subvent to school districts maintaining Local Funds such amounts as it would be called upon to contribute into the Retirement Annuity Fund for members of such Local Funds if such Local Funds were not in existence. Such subvented amounts may not be used to decrease the

Proposed tentative Plan by Assemblyman Bashore, subject to change without notice. — Ed. March 16, 1944.

rate of member's contributions or increase the amount of benefits payable under the Local Funds.

The amounts to be so subvented will be determined periodically after an actuarial review, but may be determined by approximate but equitable methods, such as an average amount per member, or an average percentage of salaries up to \$3,000 per annum.

In calculating amounts to be subvented, consideration must be had for Past Service benefits amortization payments as well as Future Service benefits annual contributions by the State.

If a member, also a member of a Local Fund, ceases to be a member of such local Fund, and forfeits his rights to any benefits from such Local Fund, but remains a member of the State Plan as amended, he will become entitled to benefits under the State Plan, Future Service benefits for service after the effective date of the amended Plan, and Past Service benefits for service prior to such effective date. For such member, the Local Fund must reimburse the State for amounts previously subvented by the State on an equitable basis. Funds also must be transferred to the State System equal to the member contributions which would have been required under the State Plan.

two of its members as President and Secretary respectively. Members of the Investment Board shall serve without compensation, but shall be entitled to reimbursement of any traveling expenses incurred in connection with membership on the Investment Board.

(It may be necessary to provide that investments may be made or disposed of through the firms or concerns with which such members are connected. Otherwise persons who might be available and highly desirable as members of such Board might be unwilling to serve as such.)

In Re Proposed California State Teachers Retirement System

Administration of Retirement System

THE Retirement System shall be managed, except for the investment of the funds, by the Teachers Retirement Board, the members of which shall be the members of the State Board of Education and four teachers, members of the Retirement System appointed by the Governor to serve for four-year terms, except that upon the establishment of the System, one of such teacher-members shall be appointed for a one-year term, one for a two-year term, one for a three-year term and one for a four-year term. Upon the expiration of such terms, the appointment shall be for a four-year term. The Governor shall fill any teacher-member vacancy by appointing a teacher-member of the System to serve the unexpired portion of the term in which the vacancy occurs. The President and Secretary of the State Board of Education shall be the President and Secretary, respectively, of the Retirement Board. Members of the Board shall serve without compensation, but shall be entitled to reimbursement of any traveling expenses incurred in connection

with membership on the Retirement Board.

Creation of Investment Board

There is to be a Retirement Investment Board consisting of the State Superintendent of Public Instruction, the State Director of Finance, the State Controller, the State Superintendent (or Commissioner) of Banks and four persons, skilled in the investments of the funds of savings banks and fiduciary trusts, appointed by the Governor to serve for a four-year term, except that upon the establishment of the System, one of such members appointed by the Governor shall be appointed for a one-year term, one for a two-year term, one for a three-year term and one for a four-year term. Upon the expiration of those terms respectively, the appointments shall be for a four-year term. The Governor shall fill each vacancy in such terms by appointing such a person skilled in the investments above stated to serve the unexpired portion of the term in which the vacancy occurs. The Investment Board shall annually elect

Supervision and Examination

The Act to contain the usual provisions for periodic actuarial review, study and valuation; also provision that the State Retirement System as well as the Local Systems which are subvented by the State are to be subject to examination at least every three years by the State Commissioner of Insurance; the Commissioner of Insurance to report the findings of such examinations to the Governor and to the Retirement Board.

State Contributions to the System

The duly authorized official of the State shall be authorized and directed to pay to the Retirement System such sums as certified by the Retirement Board as payable under the Act. Such appropriations should be from the same source as that from which the State's appropriations for other State school purposes are made. They should be a part of the State's taxes and appropriations for the State's support of the educational system.

Student Defense Corps

MORRO Union Elementary School in San Luis Obispo County has a novel Student Defense Corps, created by O. J. Trautz, district superintendent and principal of the school.

Residents of Morro Bay are enthusiastic over the organization's effectiveness.

Patterned this year after the U. S. Marine corps with major general and brigadier generals, every pupil in grades 6-8 has a part in the work of the school.

In the cafeteria the youngsters have their own organization, taking care of the storeroom where they accept deliveries of milk and vegetables and receipt bills; wait on tables and rotate a dish-washing crew. The best students in the school are on the dish-washing crew.

In addition, the students serve on paper cleanup committees, as clinic monitors, getting everything ready for first-aid when anyone is injured and keeping the first-aid cabinet stocked with supplies; and on the safety committee looking out for smaller children at street crossings. They also cooperate with the Well Baby clinic in running errands.

Student secretaries handle cash for the cafeteria, depositing the money at the post-office, and post-office monitors pick up the mail.

The various jobs are rotated to give experience to all the students. To be a member of the corps, students must be satisfactory in both scholarship and citizenship.

The program was organized by Mr. Trautz about 6 years ago when he first went to the Morro Bay school, but at that time was called the School Safety Committee. Each year it has been set up under a different pattern, following organizations of the Army, Navy, etc.

* * *

In the splendid series of Los Angeles County Schools monographs, two recent titles are: 1. Pre-Induction Education, prepared by E. G. Toland, secondary curriculum coordinator, Los Angeles County Schools; and 2. Business Education Trends in Job Adjustment, Training, Upgrading, and Office Practices, a report of a business education conference held at Central Junior High School, Los Angeles.

Copies of these important mimeographed bulletins may be obtained by addressing Office of County Superintendent, Division of Secondary Education, of which Reuben R. Palm is director, 808 North Spring Street, Los Angeles 12.

Marching Home

MORSE A. CARTWRIGHT, widely known in California and nationally, executive officer, Institute of Adult Education, Teachers College, Columbia University, is author of a 48-page bulletin on educational and social adjustment after the war, entitled *Marching Home*.

It excellently portrays and discusses the

considerations relating to the training of community and national workers, leaders, and counselors to be concerned with the educational, vocational, social and personal adjustment and the rehabilitation of men and women leaving government service.

The bulletin issues a stern warning of dark days ahead, unless all the available agencies and skillful personnel in the local communities are organized under competent, trained leadership.

Address Bureau of Publications, 525 West 120th Street, New York 27; price 25c.

PUBLIC SCHOOLS WEEK

PUBLIC SCHOOLS SERVE TO BRING VICTORY AND PLAN FOR PEACE. THIS YEAR'S OBSERVANCE PROVIDES A SPECIAL OPPORTUNITY TO EXPLAIN THE PART EACH SCHOOL IS PLAYING IN THE VICTORY PROGRAM AND IN PLANNING FOR PEACE-TIME LIVING.

Harold Bennett Brooks, Long Beach; President, Association of California Secondary School Principals

PUBLIC Schools Week in California is always the week beginning with the fourth Monday in April. This year during the week beginning April 24 will be celebrated the 25th annual observance of California Public Schools Week.

At this time when Americans are working strenuously for victory and are planning for post-war living the 1944 observance has a unique significance.

This special celebration affords each school the unusual opportunity of explaining the educational program to the public.

Emphasis should be given to the fact that good citizenship is manifested in the behavior of the individual and that one aspect of that behavior is his increasing social concern. One of the positive values of the Victory Program is the opportunity given our young people to do their utmost to help win the war. Records might be shown by charts, posters or graphs of the progress made by the pupils in such war activities as buying stamps and bonds; participating in salvage drives for metal, rags, and paper; contributing money and handcraft articles to the Junior Red Cross; and donating books and money to the Victory Book Campaign. These activities should be stressed and interpreted as ways in which each pupil may show his social concern.

In January, 1944, the proposal was made as a joint recommendation of several educational organizations of California that the

State Department of Education request \$50,000 for the development of an audio-visual aids program on a State-wide basis. If this very desirable improvement in our State program is to be realized in the near future it would seem reasonable that more teachers and more administrators should themselves begin now to use these aids.

If a school is using audio-visual materials, the activities of Public Schools Week would enable the principal and teachers to show the public how teaching and learning can be made more efficient by the use of these aids.

With the coming to the schools of "all the children of all the people" it is evident that many of the pupils are decidedly slow in learning to read. Each secondary school should have a program planned specifically to meet their needs.

Likewise, a developmental reading program should be provided to assist the pupils of average and superior ability with their reading needs and interests. It is recommended that as citizens visit our schools this year their attention be directed to the reading program in progress in the various classes.

PUBLIC Schools Week this year might well be utilized for describing more clearly than ever to the citizens of the community how well each school is achieving its objectives. In planning the observance, thought should be given to new and attractive ways of showing the vital part played by the schools in developing youth who will be effective in bringing victory and in planning for life in our nation at peace.

ELEMENTARY PRINCIPALS

CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

*C. W. Preston, President of the Association and Principal,
Cortez Street School, Los Angeles*

CALIFORNIA Elementary School Principals Association is planning to hold its annual conference as usual. The State Department of Education has called the meeting April 4-6 in Sacramento. Hotel Senator will be headquarters. All sessions will be held in State Capitol except the dinner planned by Sacramento principals and the breakfast in charge of NEA Department of Elementary School Principals.

This is the only professional meeting of the year that many of the 2200 elementary principals and elementary district superintendents of California will be able to attend. Plans were made so that no one would need to travel either way on Saturday or Sunday.

Conference theme is The Elementary School of the Future. Here is a brief sketch of the program planned by Miss Helen Heffernan, Chief of the Division of Elementary Education and the president of C.E.S.P.A.

April 4, 8:00 p.m.

Presiding: Sarah Young, president, NEA Department of Elementary School Principals.

Theme: Problems of Children and Youth in Wartime.

Presentations: Walter F. Dexter, superintendent of public instruction, California State Department of Education. Karl Holton, director, California Youth Correction Authority.

April 5, 9:30 p.m.

Presiding: Ray B. Dean, principal, David Lubin School, Sacramento, and chairman, Committee on the Framework of the Social Studies Curriculum.

Theme: Report of the Committee on the Framework of the Social Studies Curriculum.

Presentations: Members of the Committee. — Work and Responsibilities of the State Curriculum Commission, A. H. Horrall, chairman of Commission.

1:30 p.m.

Presiding: C. W. Preston, president,

California Elementary School Principals Association.

Meeting of the Council, California Elementary School Principals Association.

2:00 p.m.

Conference No. 1

Presiding: Roy Learned, principal, Washington School, Sacramento.

Theme: The Reading Program in the Elementary School.

Presentation: Mrs. Pauline Jeidy, general supervisor, Butte County.

Conference Number 2

Presiding: Leo E. Waian, principal, Lincoln School, Burbank.

Theme: Oral and Written Expression in the Elementary School.

Presentation: Holland D. Roberts, associate professor of education, Stanford University.

Conference Number 3

Presiding: Mrs. Frances Lanyon, elementary school supervisor, San Jose.

Theme: The Arithmetic Program in the Elementary School.

Presentation: Bernice Baxter, administrative assistant, Oakland Public Schools.

Conference Number 4

Presiding: Lloyd E. Webster, director, division of health and physical education, Los Angeles County Schools.

Theme: The Physical Welfare of the Elementary School Child.

Presentation: Richard Madden, professor of education and director of teacher training, San Diego State College.

Conference Number 5

Presiding: Douglass C. White, principal, Roosevelt School, Santa Barbara.

Theme: The Use of Audio-Visual Aids in Education.

Presentation: David H. Russell, associate professor of education and associate director of supervised teaching, University of California, Berkeley.

Conference Number 6

Presiding: N. D. Myers, district superintendent, Palos Verdes Estates, Los Angeles County.

Theme: The Program of Esthetic Development in the Elementary School.

Presentation: Corinne A. Seeds, principal, University Elementary School, University of California at Los Angeles.

April 5, 7:00 p.m.

Dinner Meeting, California Elementary School Principals Association, Hotel Senator, in charge of Sacramento Elementary Principals.

April 6, 7:30 a.m.

Breakfast Meeting, NEA Department of Elementary School Principals, Sarah L. Young, president, presiding.

9:30 a.m.

Presiding: C. W. Preston, president, California Elementary School Principals Association.

Presentation: Helen Heffernan, chief, division of elementary education, California State Department of Education. Hubert Armstrong, consultant in research, Oakland Public Schools.

Theme: Major Problems Confronting Elementary Education.

THE association has a highly professional news-bulletin edited by A. Roland Walker of Pasadena. Four issues of 8 to 20 pages each are published quarterly. The May number will give a complete summary of this Conference.

The 1943 Yearbook is a thrilling story of induction and assimilation by our schools of the recent migrants to California. Roy Learned, of Sacramento, was the editor. The 1944 Yearbook, now being edited by Mrs. Erma B. Reese, of Woods School, Woodbridge, San Joaquin County, will be ready in October. It gives a bird's-eye view of the elementary school of tomorrow.

The Yearbook distribution is in charge of Sarah L. Young, Parker School, Oakland.

* * *

Teaching as a Profession, an excellent illustrated bulletin of 34 pages, is Pamphlet 95, U. S. Office of Education, obtainable from U. S. Government Printing Office, Washington, D. C.; 10c. It discusses general nature of the profession, specialization, teacher supply, demand, and placement, working conditions, and other topics.

CALIFORNIA SCHOOL LAW

CURRENT INTERPRETATIONS OF SCHOOL LAW*

Alfred E. Lentz, Administrative Adviser, State Department of Education

ELEMENTARY textbooks printed by the State Board of Education and not available for distribution as required State textbooks because of AGO NS3193, may be distributed to public elementary schools, free of cost to the districts concerned, for use as library books, reference books and similar materials, upon the publisher giving a valid waiver of royalty or releasing the State from all liability on account of the distribution and use of the books. (AGO NS5163, October 19, 1943.)

Religious Instruction

Education Code Section 8286 has the following application and effect:

1. Normally no responsibility rests on a school district to provide a safe means of travel for pupils of the district in going to and from a school of the district and the places where they receive religious instruction.

Nor would a district be liable normally for an injury received by a pupil while so traveling; although in view of *Hanson v. Reedley Joint Union High School District*, 43 Cal. App. (2d) 643, a district could be held liable where its officers or employees, in view of particular circumstances, might be deemed to have failed to use ordinary care under the circumstances.

2. The governing board of a school district has no authority to require any party offering religious instruction to carry insurance protecting the district against suits resulting from injury to any pupil.

3. The governing board of a school district has no authority to determine the type, manner or place of religious moral instruction, other than that the places of instruction shall be at the respective places of worship of such pupils or at other suitable place or places designated by the religious group, church, or denomination, nor to require any such group, church or denomination to guarantee the safety of pupils against hazards during such instruction in going to and from places where such instruction is given, nor to require reports showing pupil progress of the effectiveness of such instruction.

4. The written consent of but one parent of a child is required to authorize the excusing of a child from school under the section. (AGO NS5068, August 30, 1943.)

Admission to School

Notwithstanding Education Code Section 8503, a child must, under Education Code Section 8501, be admitted to an elementary school upon attaining six years of age. (AGO NS5081, September 1, 1943.)

*From California Schools, vol. 15, no. 2, pages 33-35, for the convenience of those who do not receive that periodical of the State Department of Education.

Under Section IV of Article 30, and Section 8 of Article IX, of the California Constitution, and Education Code 8286, the religious exercises and moral or religious instruction referred to in Education Code Section 8286 must be conducted at other than the public schools from which the pupils have been released and not on any public school property. (AGO NS5183, November 2, 1943.)

Dismissal of Teachers

Where a union high school district maintains a junior high school comprising grades 7 to 10, inclusive, and a junior college comprising grades 11 to 14, inclusive, a permanent teacher in the junior college cannot be assigned to teach in the junior high school (citing cases); but in the event the attendance in the junior college has so decreased that there is an excess of permanent teachers therein, then, in the inverse order or seniority of employment, teachers, to the extent of the excess, should be offered employment in the junior high school (assuming proper certification and qualification) replacing

probationary teachers therein, without loss of tenure in the district, and if any such teacher refuses such employment he may be dismissed from the service of the district under School Code Section 5,710 (now Education Code Section 13651). (AGO NS4942, June 10, 1943.)

* * *

Publishers Institute

EDWARD H. Kenerson, director of Ginn & Company, was elected president for the coming year of American Textbook Publishers Institute at the annual meeting held recently in New York. Other officers elected were:

First Vice-President, R. C. McNamara of Scott, Foreman & Company; Second Vice-President, W. P. Johnson of Webster Publishing Company; Secretary, James G. Stradling of John C. Winston Company; Treasurer, Burr L. Chase of Silver Burdett Company.

Addresses by Colonel Francis T. Spaulding, AUS, chief, American education branch, morale service division, War Department, and Dr. Ralph E. Turner, assistant chief, division of cultural relations, Department of State, highlighted the meeting.

Executive office of the Institute is located at 150 Fifth Avenue, New York City 11; Lloyd W. King is executive secretary.

Important Books in Mathematics

BETZ: BASIC MATHEMATICS \$1.48

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WE TEACHERS

A PLEA FOR PROFESSIONAL SUPPORT

Jess M. Markle, Instructor, Madera Union High School and Treasurer,
CTA Central Section, Classroom Teachers Department

I HAVE been teaching but 4 years, 3 in the classroom, and during that short period of time I have seen some faults concerned with the teaching profession which I believe should and can be remedied.

It is my opinion that, as a result of such procedure, all teachers, the teaching profession in general, children, parents and the nation would reap beneficial results.

I spent between \$4,000 and \$5,000 in attending college 6 years. I began teaching at a salary of \$1,600 in a high school. That would be \$133.33 $\frac{1}{3}$ a month.

My sister went to business college 6 months and soon was earning a salary of \$140 a month as a cashier. She is now earning \$212 a month.

Truck drivers and others needing no training whatsoever earn \$16 and more a day. I agree the work is hard, but why do most teachers turn grey soon after the age of 30?

Do truck drivers, carpenters, plumbers and other similar workers correct papers at night, plan the next day's work, or take part in extra-curricular affairs connected with their work?

Education Is Paramount

It is a well-established fact that a republic depends on the education of its people; the theory being, of course, that the better educated the people, the better the republic. Yet, what happens? The persons who have this work to do, the most important in the nation, are paid the lowest salaries of all the professions.

If a depression or some other catastrophe takes place, immediately the hue and cry arises, "Lower the teachers' salaries; they get paid too much for doing nothing anyhow." This we hear from the people who expect

the teachers to do the most important job at all, mold the child so that he will be a better citizen.

These same people pay the doctor \$50 to \$500 for an operation, the garage mechanic \$50 to \$200 for overhauling the car's engine, the plumber \$25 to \$100 for a day's work and material, but their own child isn't as important! I wonder if the public at large realizes that many of the best teachers do not stay in the teaching profession long? Why? Because other professions take them. It has been said that Knute Rockne, the greatest of football coaches, would not have continued in that field had he lived. Big business was already after his services.

Salaries Must Be Raised

If the best teachers are to be retained then, higher wages must be paid and the profession elevated to the point where it belongs, at the top.

Jesse Stuart in his article, *Confronted in Crisis*, in NEA Journal says that in England the teachers, "... are not only well-paid, in comparison with other professions, but they are respected as they are few places in the world." That is as it should be.

A woman teacher told me recently, "I am sick and tired of having the teacher considered as a person to be tolerated, as being queer, poked fun at, etc. Then who hasn't heard all those jokes about the absent-minded professor?"

Perhaps a man teacher expressed it correctly when he answered me thus, when I asked him to join NEA. "Whenever your organization raises its due to about \$15 a year and shows me some results, I'll join." Oh, I'll grant that a great deal has been accomplished, but along with many others I feel that much more could be accomplished.

Recently, I brought this same problem up before Central Section classroom teachers department of California Teachers Associa-

tion. To my surprise, it met with a great deal of approval.

I told the group that we could put our profession at the top in only one way, and that was by the use of propaganda. We must put out a movie or movies and glorify the teacher as Ziegfeld did the American girl, use the radio, newspapers, magazines, and any other means at our disposal. A man teacher said bewildered, "But that takes money!" A woman across the table replied, "It takes money to make money."

ILL tell you how you can do it. First, get every teacher into CTA. How? Appoint a person in every county in the State as a membership representative, and give that person something to work for. Publish the names of membership representatives and the photos of those who do outstanding work, and you'll get the members. Then raise the dues to \$10 a year and tell the members what you are going to do, and then do it.

There isn't a teacher that I have talked to and presented this idea to that hasn't said that he or she would be willing to pay \$10 a year, for results. They would pay it to a union for results.

* * *

War and Peace Fund

THE NEA War and Peace Fund will be used over a period of years for emergency activities beyond the regular activities of the Association

To secure and maintain adequate salaries for teachers during and after the war.

To obtain action to correct grave educational deficiencies revealed by Selective Service.

To seek adequate financial support of education on local, state and national bases.

To keep in active touch with the many departments, bureaus and agencies of the Federal government whose decisions concern education.

To protect the integrity of the schools against the tendency of other agencies to take over their functions.

To foster legislative and administrative measures to deal with rapidly increasing juvenile delinquency.

To work for an educational representative at the peace table and for the establishment of an international office of education.

Three Poems

*Elva Horsman, Visalia; Substitute Teacher
in Tulare County*

Golden Words

WORDS like swift beams of radiant
light

Have power for good or ill,
To lift the soul to starry height
Or noblest impulse kill.

The spoken word that's fine and true
Goes forth to bless and heal,
Tho' uttered only to a few,
All men the blessing feel.

For words of peace will create peace
And call forth joy and life;
While words of hate make friendships cease,
And stir up war and strife.

Be careful then of thought and word,
If Heaven you would gain;
Let golden words of Truth be heard,
And you will life's best attain!

To Father

TODAY as I looked at the hills,
So spacious and calm and free,
Great forests by life-giving rills,
A likeness to you I see.

For I know how you love to climb
Rugged peaks, or pause by a stream,
Forgetting the world for a time
In nature, the soul to redeem.

You have tried in word and deed
The right example to be;
Striving to plant good seed,
That youth the light may see.

Ever working and pointing the way
Faithful to duty and kind,
Helping someone each day,
The riches of knowledge to find.

Steadfast and firm as the oak,
Deep are your thoughts and true;
God's blessing and love I invoke,
To be given, dear Father, to you!

In writing this "Father's Day" poem I had especially in mind my own father, who began teaching in Tulare County in 1891, and taught there continuously for 48 years. He was absent from his post of duty not more than 4 or 5 days during the entire period, and retired in 1939 because of legal age requirements.

With the lifting of this barrier, he returned to active work last fall to aid in the emergency, and is now going strong in his 47th term of teaching school.

I attribute his unusual strength to his love for teaching, a clean life, and enjoyment of the outdoors, especially the mountains.—E. H.

The Final Test

SOMETIME when I have finished
Every class in life's stern school,
Will there be upon my record
Shining clear—The Golden Rule?

Have I sought the hidden purpose
In the tears I shed on earth?
Did I tread the path of courage?
Did I seek the things of worth?

Has my faith survived through trials?
Have I always done my best?

Was my motto to give service?
Could I pass this final test?

For what matters isn't money,
Neither great success nor fame,
But the effort toward perfection,
And the way we played the game!

CTA Placement Service: Earl G. Gridley, 2207 Shattuck Avenue, Berkeley, 4; phone THornwall 5600; Carl A. Bowman, 408 South Spring Street, Los Angeles, 13; phone TRinity 1558.

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PRE-INDUCTION TRAINING

CURRENT STATUS OF WAR DEPARTMENT PRE-INDUCTION TRAINING NEEDS

Major Calvin A. Behle, Chief, Pre-Induction Training Branch, Ninth Service Command, Fort Douglas, Utah

AS most secondary schools enter the second half of the school year, a brief summary of the current status of the War Department pre-induction training program may be helpful in checking the curriculum with stated military needs.

Reference is made herein to sources where detailed statements of particular military needs may be found, and a wealth of material and suggestions for meeting these needs is readily available through normal school channels.

1. Importance

The current military situation is such that apparently for some years to come, the normal boy who becomes 18 will enter the Armed Forces. Consequently, the importance of adequate pre-induction training for the 16- and 17-year-olds will continue for an indefinite but probably long period, until victory is here and the war yet to be fought is won.

2. Policies

There are no basic changes in policy. Pre-induction training continues to be a voluntary national program approved on the national level by United States Office of Education and then cleared to state and local levels through the chief State school officers.

The mission of the Pre-Induction Training Branch is limited to analyzing and determining Army needs for training prior to entry into military service, to stating these needs to civilian training agencies and others interested, and to aiding these agencies in meeting these needs on a voluntary basis by their own teaching methods.

Pre-induction training is not an attempt to militarize the school system but to cooperate in meeting the

exigencies of the present national emergency. Where possible, pre-induction training is coordinated with other allied programs such as pre-flight aeronautics and the Victory Corps and Navy programs.

3. Responsibility

Administrative responsibility for pre-induction training, insofar as the War Department is concerned, has been transferred to the Military Training Division, Army Service Forces, and in the field to the commanding generals of the service commands. This transfer in administrative responsibility makes possible closer contact between the Pre-Induction Training Branch and the various branches of the War Department concerned with post-induction training.

4. Needs

Fields in which pre-induction training military needs exist, as officially stated by the War Department, are the following:

1. Physical Health and Fitness, see vol 2, Education for Victory, no. 10, page 10, November 15, 1943; and vol 2, no. 13, page 9, January 3, 1944.
2. Orientation to Army Life: see vol 2, Education for Victory, no. 12, page 5, December 15, 1943.
3. Basic Language Skills: see vol 2, Education for Victory, no. 11, page 1, December 1, 1943.
4. Basic Mathematical Skills: see vol 2, Education for Victory, no. 14, page 26, January 20, 1944.
5. Basic Training for a Military Occupation: see vol 2, Education for Victory, no. 10, page 11, November 15, 1943. This reference also includes an excellent overall statement with respect to just what schools may do to meet all those needs and to guide their students for this crisis in their lives.

5. Methods

It is the function and province of the schools to determine how and to what extent it is feasible to meet the above needs; the War Department does not approve nor

urge any particular course of instruction or educational method to provide the necessary pre-induction training.

On the other hand, through the Pre-Induction Training Branch the War Department, upon request, will assist the civilian training agencies in meeting pre-induction training needs by:

1. Contacting schools through established educational channels.
2. Distributing training materials.
3. Arranging for visitations by educators and representative students at posts, camps and stations.
4. Arranging for distribution of salvage and other equipment to schools.
5. Addressing local, state and regional meetings of educational organizations.

All requests for pre-induction training assistance preferably should be forwarded through established school channels, directed ultimately to the Commanding General, Ninth Service Command, Fort Douglas, Utah, attention: Chief, Pre-Induction Training Branch, Military Training Division.

6. Conclusion

Pre-induction training and post-induction training are both parts of the same process, for the boy with whom the schools are concerned today is one and the same person with the future soldier who has vital needs which should be met prior to his induction.

As recently stated by Lieutenant General Brehon B. Somervell, Commanding General, Army Service Forces:

"School men and military men share a common purpose and common problems. We are all teachers. We are all determined to achieve the same goal. We are all dealing in terms of humanity. In our hands rests the responsibility for the generation who will free the world. There can be no more important job than this!"

* * *

Let's Try Chinese, by Allen and Shen, is an alluring 8-page illustrated bulletin showing some of the basic elements in writing the Chinese language; prepared by Institute of Pacific Relations, 1 East 54th Street, New York City; price 25c. The Institute also issues an outline work-map of China with 8 geography problems, 50c for 50 or 75c a 100.

Earth and Sky

FREDERICK H. Shackelford, supervisor of elementary science, Pasadena City Schools, and author of a number of science books including *Insect Stories*, a new State Series text, is editor of *Earth and Sky*, an illustrated science magazine for children, which made its initial appearance in February.

The response has been very satisfactory. Many of the smaller school systems have ordered large numbers of copies for use in their schools. Many individual teachers are ordering the magazine for their classes. The editor is much encouraged with the results and believes that if the present interest continues the magazine will become a permanent addition to the science literature in the West.

Published on the 1st and 15th of each school month by Outdoor Publishing Company, P. O. Box 589, Pasadena 19, the subscription rates are:

1 to 4 copies to one address for 5 months, each subscription 50 cents, 10 cents a month if paid monthly.

5 to 19 copies to one address for 5 months, each subscription 40 cents, 8 cents a month if paid monthly.

20 or more copies to one address for 5 months, each subscription 35 cents, 7 cents a month if paid monthly.

Subscriptions for less than 5 months will be same as monthly rates above. Thus 1 to 4 copies for 4 months would be 40 cents, 3 months, 30 cents, etc.

Back numbers will be supplied to those who want the complete set for the semester.

One plan is to organize science clubs in elementary schools; each member of the club to have a copy of the magazine. California teachers and schools have been actively interested in nature-study and elementary science, over many years, and are welcoming Mr. Shackelford's helpful contribution to a highly-important part of the elementary school curriculum.

* * *

League College

LEAQUE College, sponsored by National League of Teachers Associations, will be held at Pennsylvania State College, State College, Pennsylvania, July 10-20, 1944. The 19th annual sessions is developed around the theme *A Changing World Challenges Teachers*.

Two semester hours of credit are possible. A fee of \$50 covers tuition, room and board. The League College program is open to everyone, but those not affiliated with the association are required to pay an additional fee of \$5.

Further information may be obtained from the president of the League, Leonore Holliday, 516 McAlpin Avenue, Cincinnati, Ohio or Dean M. R. Trabue, Pennsylvania State College.

* * *

Social Studies

WHAT are the social studies? How does social development take place? How can we tell whether or not children are developing in social maturity? These are some of the ques-

tions answered in the bulletin, *Social Studies for Children*, published by Association for Childhood Education.

Agnes Snyder, instructor in social studies at Mills School and Adelphi College, New York, prepared the first three chapters defining the social studies, describing how social development takes place, and analyzing the concepts toward which social developments should be directed in a democratic society.

The bulletin contains 32 pages and costs 35c per copy. Published by Association for Childhood Education, 1201 Sixteenth St., N.W., Washington 6, D. C.

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BIRDS AT SCHOOL

A SCIENTIFIC STUDY OF BIRDS IN THE SCIENCE PROGRAM

Donald M. Drake, Science Instructor, Roosevelt Elementary School, Modesto;
Mrs. Marie C. Morris, Principal

WE who live in California are indeed fortunate for the many gifts which Mother Nature has given us. We have but to look around our very doorsteps to see some of Nature's most wonderful creations. Birds are with us all the time giving us their song or laboriously working in our fields and gardens. It is only logical that we who profit from these wonderful creatures should take a little time out and learn something about them.

Throughout California many hundreds of different kinds of birds live and make their habitat with us. Along hundreds of miles of coastline, in the Coast Range Mountains, the Sierra Nevadas, in the great interior valleys, on the deserts, and on lakes and

streams one can find various kinds of birds adapted to the habitat natural to them.

The study of birds should occupy a predominant place in the science program. Birds are one of the most common of our wild creatures. In lieu of this fact it is incumbent upon us to know them intimately. Birds are of great economic value to us. They destroy great quantities of weed seeds, insects of a harmful nature, harmful rodents, and other weak and harmful animals. It is our duty as teachers of future American citizens to know and understand the various beneficial birds as well as the harmful ones so that we can intelligently instruct our students in their respective habits.

How can we set up or insert a bird

unit in our science program? The answer simply is — take advantage of nature and work with the class in learning the various birds around you. How do we go about this seemingly arduous task?

First, you must acquire a set of authoritative bird books. Secondly, the teacher should organize a bird club or Junior Audubon Club. Third, the class should be encouraged to go on field trips. What are field trips? They are excursions to the students own backyard or to the park or to the surrounding countryside. The amateur bird student need not go far away to observe and study birds. Beautiful birds are resident to our park and shade trees.

At Roosevelt School we have an Ornithological Club composed of 20 members. On selected weekends we travel to the various bird haunts in Stanislaus County and gain a first-hand knowledge of various kinds of birds. We keep accurate and complete records of the birds studied and observed. Also, we keep a bird migration map and record every bird migrant that is observed by us.

Birds can be observed during all seasons of the year, but the springtime is the most enjoyable time. During the springtime the birds are in the height of their nesting season.

In the classroom the bird unit might include the following factors:

1. Study of bird anatomy.
2. Background discussion of birds including their habits, habitats, food, nesting habits, and other singular characteristics.
3. Study of bird identification.
4. Economic value of birds.
5. Harmful birds.
6. Laboratory lessons would include the following:
 - a. The drawing of birds on specially designed paper, which includes the scientific name, the common name, range, habitat, food habits, nesting habits, distinctive characteristics, and economic value.
 - b. The observation of mounted birds and skins which the teacher may have in the room.
 - c. The observation of birds which inhabit the school grounds or adjacent parks.
 - d. The encouragement of individual bird study.
 - e. The building of bird-houses in the classroom or at home.
 - f. A complete set of pictures — these pictures must be accurate and authentic. They can be ordered from National Association of Audubon Societies for a nominal fee. When the pictures arrive they should be mounted on tag board to preserve them.
 - g. Make use of films and slides.

An outline which the teacher may follow would include:

1. Bird Anatomy.
 - A. Feathers — skin, quill, vane, shaft, barbs, barbicels, barbules.
 - B. Parts of a bird — primaries, secondaries, wing coverts, crown, mandibles, nape, lores.

How to Study California

A Child's Directed Study Guide for the Fourth Grade

by

BERNICE BAXTER

Coordinator of Instruction, Oakland

and

FORREST C. MICHELL

Principal, Lakeview Elementary School, Oakland

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throat, ear coverts, tail coverts, rump, scapulars.

2. Birds of California.

A. Water Birds:

1. Diving birds — grebes, loons.
2. Long-winged swimmers — gulls, terns.
3. Pelicans.
4. Cormorants.
5. Ducks, geese, and swans.
6. Wading birds — herons, storks, ibises.
7. Cranes, coots, and gallinules.
8. Shore birds — phalaropes, avocets, stilts, snipes, sandpipers, plovers, yellow-legs, greater yellow-legs, curlews, godwits.

B. Land birds:

1. Runners, gallinaceous — quail, pheasants.
2. Pigeons and doves.
3. Birds of prey, raptors — Vultures, hawks, eagles, kites, falcons, ospreys, barn owls, horned owls.
4. Kingfishers.
5. Roadrunners.
6. Woodpeckers.
7. Goatsuckers — nighthawks, hummingbirds.
8. Perching birds — larks, flycatchers, blackbirds, orioles, finches, tanagers, swallows, waxwings, shrikes, vireos, warblers, crows, jays, magpies, wrens, mimic thrushes, nuthatches, wren-tits, kinglets and gnatcatchers, thrushes.

THIS outline includes the birds which inhabit California. However, one will not be able to find all of these birds in all parts of the state. Many of the water birds do not become permanent residents in the southern part of the state. Other birds are

migratory and are temporary residents. Most of the main families can be found, however.

It would be advisable for the beginning students to start on birds that are permanent residents of their particular locality or region. After they have learned of their own permanent birds then they will have a great deal of fun and excitement identifying summer visitors, winter visitors or casual migrants.

The science program can be interesting and stimulating if some of our friends in Nature are studied and observed. Bird study is one of the most readily available of all wild animal studies because most birds are so near to us. We as teachers and instructors should take advantage of the rare opportunity we have of stimulating interest and encourage the study of birds.

* * *

American Scientists

AERICAN Men of Science, biographical directory founded in 1906 by J. McKeen Cattell, now appears in its 7th edition, edited by Jaques Cattell, Science Press, Lancaster, Pa.

There are about 34,000 names in the new edition, including 7,500 names not in any

previous edition. 8,000 addresses have been changed since the 6th edition was published. The 7th edition lists over 16,000 who have died since the last edition was published.

California is abundantly represented in this monumental reference work of over 2,000 pages; price \$14.

* * *

Modern Education

ENCYCLOPEDIA of Modern Education, edited by Rivlin and Schueler, a massive reference-book of over 900 pages, is published by Philosophical Library, 15 East 40th Street, New York City 16; price \$10. Frank N. Freeman, dean, School of Education, University of California, Berkeley, is a member of the Advisory Board.

This comprehensive and attractive volume presents up-to-date and authoritative articles on all phases of modern education and biographical sketches of famous educators. It is of outstanding value and interest to all workers in education and to anyone who desires to deepen his insight into the problems which confront the Schools of Today.

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RULES AND REGULATIONS

Marian Gregg, Principal, Luther Burbank Elementary School, Santa Rosa, Sonoma County

CHANGE is the watchword of these present times. Government has changed; Industry has changed; the Home has certainly changed, Education has changed; and the administration of the schools themselves are undergoing changes day by day.

Luther Burbank Elementary School is no exception to this rule. Instead of being composed of children, born in the neighborhood with mothers and fathers who had attended the same school in their childhood, the classrooms and playgrounds became crowded with little strangers from many outside states. Teachers found themselves facing the problems of disobedience, defiance and quarrels where, a few years ago, all was harmony and understanding.

A tired and confused group of teachers bade goodbye to one another on the last day of school in June. Something had to be done, but what?

The Saturday before school opened in September there was a teachers meeting. We all agreed that if we could understand the situation we could control it.

This is what came of that meeting. We decided that the main cause of disobedience and quarreling was ignorance of what was expected of them; that we had been taking too much for granted; that it was up to us to tell our pupils what to do and what not to do, in the simplest fashion possible. So we worked out 14 simple little rules that, if obeyed, would make for an orderly playground and classrooms.

So simple and childish were the rules we could hardly believe that they would guide us to a happier situation.

The first thing on Monday morning when the pupils were seated in their new classrooms, ready for the new school year, each teacher read the new rules to the children, and, later, pinned them up on the bulletin board.

The children were interested. They liked having rules. Rules that they could understand, and that dealt with their daily life. It was easy to show them that to obey these simple requests was the first patriotic duty required of them by their government.

Then too, the little "strangers within our gates" were placed on an equal footing with the neighborhood children. They too knew what to do and what not to do by referring to the 14 rules that covered the playground.

School Rules

Here are the rules. Please don't laugh at them. They are without support from educational theory, but they carry the dignity of victory, for they worked.

1. Do not throw rocks or gravel.
2. No bicycle riding in the park or school yard.
3. No playing in the shrubbery.
4. No playing on the lawn without permission from your teacher.
5. Do not play on the bleachers.
6. Do not stand or jump on the benches.
7. When the whistle blows, stop playing and come to the school building.
8. No sliding or wrestling on the porches.
9. Do not throw balls against the building.
10. No playing around the lavatories.
11. No playing or lingering in the hall.
12. Do not climb over the fence.
13. Do not go in the neighbors yards after the ball.
14. The principal and all teachers are in authority at all times, and all of them must be obeyed.

This last rule was tacked on because of a growing tendency of the older pupils to disregard the requests of the primary teachers.

Of course everyone's rules would be different, depending on the geography of the situation.

I can see some of you sniff with scorn, and hear you say, "What a silly set of rules. Even the smallest child would know better than to do such things." Are you sure? There comes a time in the history of each child when he has to be told not to throw rocks. He must be told many, many times until the idea really becomes implanted in his thought. Again I say, we take too much for granted.

It is a good character-builder for the child to know clearly what is expected of him in the way of behavior.

Our first term under these rules is over, and we feel that our "Dame School" rules have been a success. The routine of the day proceeds in an orderly fashion, and everyone, teachers and pupils alike, have a look of serenity that was not present last year. Try some rules and regulations on your children, won't you?

* * *

Common Words

Review by Roy W. Cloud

CHARLES E. Merrill Company, publishers, of 373 Fourth Avenue, New York City, have issued *Common Words for Secondary Schools*, by David H. Patton; one of the *Progressive Word Mastery* series, it is for junior or senior high school.

Many students are weak in their ability to spell words for which they have constant use. This book contains 864 common words which are frequently misspelled in school and in adult life. The 36 lessons in the book give special practice in spelling the 24 words listed in the first part of each lesson. Sufficient space is provided for writing and using each word in a sentence.

Word analysis is stressed so that the pupils may know the various parts of the words they are using. Words of similar sound and different spelling are used.

Blank pages for the 36 tests and a method of scoring the work of each individual pupil are included. Pages 111-128 are used as a dictionary showing the meaning, the pronunciation and the use of each of the words. Price, 30c.

Mathematics Dictionary

By Dr. Glenn James, University of California, and R. C. James

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TEACHERS ARE PEOPLE

*Ernest G. Bishop, William McKinley Junior High School, Pasadena;
Frank R. Walkup, Principal*

Dear Editor:

In one of his books
An educator says
That teachers are
A timid lot
Made to trot
In double harness.

The popular conception
Of a public school teacher
Has been an individual
Living apart from the world
Of practical affairs,
And dreaming out his days
In cloistered seclusion
Behind ivied walls,
Far removed from the cares
And concerns of this
Work-a-day world.

In depression days
Teachers were fair game
For certain taxpayers
And organizations braying
Loudly that teachers were
Overpaid, that they were
Raiding the state treasury,
And taking public money
Under false pretenses.

To these critics, teachers
Weren't worth a dime
A dozen. The fact is
Those same teachers took
A heavy cut in salary,
Had their teaching load
Greatly increased, and
At the same time kept
Relatives and friends
From eating the bitter
Bread of public charity.

The stress of war saw
Teachers leave the classroom —
Both men and women —
To make their contribution
To the perpetuation of democracy
And the winning of a lasting peace.
Some have looked upon
The bright face of danger
In battle areas, suffered,
Borne wounds, and died
As champions of that democracy
Taught in their classrooms.
Many others have entered
Service, backing up the line
In government positions, in
Office, field, and factory —
All helping to keep the materials

Of war moving to far-distant
Fronts where battles rage.

Teachers on active duty
In classrooms have
Freely responded to a
Number of war-time duties.
They donated time to ration
Boards, where the public
Received an intelligent
Service cheerfully and
Willingly rendered.

They have worked as air
Raid wardens, at blood banks,
Red Cross centers, hospitals,
Canteens — large time- and
Energy-consuming activities
Performed without extending
The palm for double time
Or even time and a half.

T EACHERS are ever
At the alert —
Mobilized both to teach
The fundamentals of democracy
And to put into practice
What they teach in a world
Of practical affairs.

"Civilization seldom rears
Monuments to teachers,"
Says a prominent psychologist.
If he is thinking
Of monuments made
Of bronze and marble,
He is correct.

Monuments reared
To teachers are made
Of more imperishable
Stuff — the boys in
The South Seas, Italy,
The Aleutians, wherever
The battle for liberty
Is being fought and
Won; the WAC's in
North Africa; the
Nurses on Bataan and
The Nettuno beachheads —
For these young men
And women have been nurtured
On the democratic ideal
Instilled in them
By the teachers
Of America.

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Southern Section

Imperial County — Calexico elementary schools.

Los Angeles County — Castaic, Culver City, El Segundo unified district, Esperanza, Keppel union, La Solana, Montebello administrative, Montebello Park, Puente union high, Redondo Beach elementary schools, Tierra Bonita, Wiseburn.

Los Angeles City — Carpenter Avenue, Graham, Grape Street, Gravois Avenue, Meyler Street, Miles Avenue, Norwood Street, 184th Street.

Orange County — Paularino, Savanna, West Orange.

Riverside County — Alamos, Alvord, Antelope; Beaumont — Palm; Blythe — Primary; Cabazon; Corona — Junior high and Norco; Cottonwood, EDOM; Hemet — Elementary; Hyatt, Idyllwild, Little Lake, Moreno, Murrieta; Riverside City — Fremont, Grant, Lincoln and Longfellow; Romoland, Union Joint, Val Verde, Wildomar, Winchester.

San Bernardino County — Alta Loma, Amboy, Apple Valley, Baker, Camp Baldy, Central, Chino elementary schools, Cima,

Crest Forest, Daggett, Del Rosa, Fairview, Guasti, Helendale, Hesperia, Hinkley, Kelso, Lake Arrowhead, Las Flores, Lucerne Valley, Ludlow, Mill, Mission, Oro Grande; San Bernardino City — Cajon; San Salvador, Terrace, Trona; Upland — 18th Street and Sierra Vista; Warm Spring, Yermo, Yucca.

San Diego County — Cardiff, Coronado high, Dehesa, De Luz, Japatul, Lemon Grove, Vallecitos.

Santa Barbara County — Carpinteria — Main Street; Santa Barbara City — Harding, Lincoln, Roosevelt and Wilson.

Ventura County — Moorpark union high.

Bay Section

San Joaquin County (entirely 100% with the addition of the following: Burwood, Chartville, Harmony Grove, Peterson, San Joaquin, Terminous and Manteca union high school.

Oakland — Edwin Markham elementary.

Alameda County — Alvarado, Livermore elementary, Fairmont at San Lorenzo, and Hayward high.

Contra Costa County — Alamo, Danville, Lone Tree, Pittsburg primary, San Ramon elementary, Sheldon, Tassajaro and San Ramon union high at Danville.

Richmond — Lincoln, Mira Vista and Washington.

Marin County — Belvedere, Inverness, Loma Alta, Olema, Ross, Tiburon and Tomales high.

San Mateo County — John Gill school at Redwood City, Martin primary at South San Francisco, and Half Moon Bay high.

Santa Clara County — Adams, Burrell, Lexington and Live Oak union high school at Morgan Hill.

Vallejo — Carquinez Heights.

Sonoma County — Bloomfield, Eagle, Eucalyptus, Freestone, Fulton, Grape, Huichica, Mt. Vernon, Oak Grove and Wilfred.

Tuolumne County — Columbia, Moccasin Creek and Summerville elementary at Tuolumne.

Northern Section

Yolo County — Mrs. Eleanor K. Bandy, Woodland, County Superintendent — Yolo County schoolpeople are enrolled 100% in CTA for 1944. The county superintendent, administrators, and teachers merit hearty congratulations upon this fine professional record, which has been accomplished for the first time in the history of that county.

Elementary schools — Apricot; Broderick-Washington, West Acres; Bryte, Buckeye, Cacheville, Canon, Capay Union, Clarksburg union, Clover, Cottonwood, Davis

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High schools — Clarksburg, Davis, Esparto, Winters, Woodland.

Sacramento City — American Legion, Bret Harte, Coloma, Crocker, David Lubin, Donner, Fremont, Lincoln, Newton Booth, Sierra, Tahoe, Theo. Judah, Washington, William Land; Trav. Music; Kit Carson junior high, Lincoln junior high, Stanford junior high, McClatchy senior high.

Shasta County — Fall River Mills, Mistletoe, Bella Vista, Bayles, Office of the County Superintendent. Redding Elementary has been 100% for 5 years.

Nevada County — Truckee Elementary. — E. P. Mapes, Secretary.

Modoc County has a 100% membership in CTA and in its local county organization. Also, over 60% of our teachers have joined NEA. This is a much better showing than we have ever made before in the national membership.

Naturally, I am proud of this evidence of professional interest. Credit should be given for these results to Stuart Waite, principal of Cedarville Union Elementary School, who was appointed as our local "collector." — Sincerely yours, Hallie M. Tierney, County Superintendent of Schools.

El Dorado County — E. J. Fitzgerald, county superintendent of schools of El Dorado, has informed me that all his teachers are CTA members except 2. — E. P. Mapes, Secretary.

Lassen County — Rural elementary schools: Amedee, Bieber, Bird Flat, Herlong, Bridgeport, Butte, Center, Constantia,

Dixie Valley, Honey Lake, Janesville, Johnstonville, Lake, Long Valley, Madeline, Milford, Missouri Bend, Pit River; Providence, Ravendale, Richmond, Riverside, Soldier Bridge, Standish.

Westwood elementary school: Susanville elementary schools: Roosevelt, McKinley, Washington, Lincoln.

Westwood junior-senior high, Lassen union high, Bieber branch high.

Central Section

Tulare County — Secretary H. W. Pat Kelly, in reporting for the Central Section, has informed us that Tulare County now has a membership of 701 in CTA. This is the highest enrollment that Tulare County has ever had. Also, this is the first time any division in the Central Section has exceeded 700.

It is our earnest hope and that of Mr. Kelly that one other Central Section division, which has a possible membership of more than 700, may reach that mark this year. — R. W. C.

Mariposa County — Mariposa high school.

Fresno County Division — Gray Colony. Elsie Raymond, Secretary.

Kern Division — Greeley, Lakeside, Linn's Valley, Maricopa Unified, Lamont, Mt. View, Maple, Woody, Fruitvale, Buttonwillow, Panama. — A. R. Brooding, Secretary.

* * *

School Librarians

SPRING Meeting of School Library Association of California, Southern Section, will be held Saturday, May 6, at Tuesday Afternoon Club, 400 North Central Avenue, Glendale. Our Air Age is the program theme.

The meeting is called at 10 a.m. with a lecture and art exhibit in the Green Room. There will be a 1 p.m. luncheon, with several speakers and guests from the aeronautics field.

Luncheon tickets are \$1.65 (including tax and tip) and checks are to accompany reservations made to:

Florence Riniker, Librarian, Huntington Park High School, 6020 Miles Avenue, Huntington Park. Reservations must be made by Monday, May 1, and no phone reservations can be arranged.

Tuesday Afternoon Clubhouse may be reached: By car: Via San Fernando or Los Feliz Blvds. to Central (2 blocks west of Brand) and north to Lexington. By Pacific Electric cars from the Hill Street Terminal in Los Angeles, to Brand and Lexington, walking 2 blocks to Central. By bus from Pasadena or Hollywood, to Brand and Broadway, walking 4 blocks north and west. — Laura M. Mellette, Redlands Junior High School.

Two Heath Books

D. C. HEATH and Company, 285 Columbus Avenue, Boston 16, have issued two noteworthy books:

1. Walt Disney's Bambi, retold by Idella Purnell, with many beautiful illustrations in color by Walt Disney Studio; 104 pages, price 88c.

2. Handbook of Writing and Speaking, by Woolley and others, for secondary school pupils and college freshmen, is a text and reference book of 330 pages; price \$1.28. The primary aim is to teach students to express themselves clearly, correctly and vividly.

It also provides training in the use of the library and the selection of reference books, in habits of clear thinking necessary to all effective expression, and in courteous and efficient handling of the specific language situations most frequently encountered in school and out. A complete testing program including parallel diagnostic and mastery tests so constructed that either the teacher or the student can score them quickly and accurately, adds to the efficiency of the Handbook as a teaching and learning tool.

* * *

Airplane Engines

THE Airplane Power Plant, by Pope and Otis, a practical, illustrated textbook of 190 pages, is published by World Book Company, with California offices at 116 New Montgomery Street, San Francisco 5; price \$1.40; teachers manual and key with tests, 28c.

Francis Pope, B.A., is Lieutenant Colonel, Army Air Corps, formerly Captain (First Pilot) with Transcontinental and Western Air. Dr. Arthur S. Otis is a private pilot, a Fellow of the American Association for the Advancement of Science, and a technical member of the Institute of the Aeronautical Sciences.

Here is a description of the source and mechanisms of power for aircraft which covers all the principal parts, with briefer mention of those technical details too difficult for intensive study by the average student. When the operation of any part of an engine is described, an overview is first given, showing the general function of the part, and details are then fitted into the general picture. Simplified illustrations and diagrams are provided, by means of which principles and mechanics are readily understood.

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Grade 5

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AMERICA

A WORKBOOK ON NORTH AND
SOUTH AMERICA

or

NORTH AMERICA

THE THIRTEEN AMERICAN COLONIES
A WORKBOOK ON THE THIRTEEN
AMERICAN COLONIES

or

EARLY DAYS IN AMERICA

Grade 6

THE OLD WORLD CONTINENTS

A WORKBOOK ON THE OLD WORLD
CONTINENTS

or

SOUTH AMERICA AND THE OLD
WORLD CONTINENTS

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The WORKBOOKS for these geography and history texts are outstanding! They aid greatly in fixing the subject matter in the pupils' minds, thereby increasing their understanding of the subject.

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EQUIPMENT AND SUPPLIES

A NEW SOUND FILM ON THE NEEDS OF SCHOOLS, NOW AND POST-WAR

Lyne S. Metcalfe, New York City

THAT technological developments and arrival of the Air Age have placed new and heavy burdens upon the schools of the nation, and that to meet these new demands our schools must be adequately equipped, with better-paid teachers, is the message conveyed in a new sound motion picture, *Pop Rings The Bell — Dedicated to America's Future — The Youth Of Today*.

This 2-reel picture has been produced for National School Service Institute, by Jam Handy Organization, Detroit, and will be shown in every community of the country in cooperation with schools, school systems, educators and all educational organizations, with the welfare of our educational system at heart. Prints or copies in 16 mm are available through the

200 members of The Institute who are cooperating in making showings.

This picture is primarily directed to the tax-payers of the country whose dollars support and develop our educational systems, and who frequently do not realize the fact that teaching today is not a mere matter of textbook study and home-work assignments. The audiences for this film are service clubs, chambers of commerce, parent-teacher groups, civic clubs and organizations.

Pop Rings The Bell tells the simple but forceful story of Principal Forsythe of the Middleton school, a typical school in a typical American community. Principal Forsythe is a progressive and wide-awake educator who, upon the occasion of a back-to-

school gathering in the Middleton school, is forced to justify his claim that the school needs more and better equipment and better-paid teachers to meet the new teaching demands of the times.

His opposition consists of four local businessmen-tax-payers who can't see why. "Pop" Gregor, custodian of the school, and popular with everyone, enters into this situation — the development of a heated argument in the principal's office. He "rings the bell" by telling the hard-boiled citizens what the school has done for Middleton in the past, and for everyone living in it.

The gist of Forsythe's presentation:

a. It is up to the schools of the community to prepare the youth of today for a new kind of world — a world of design, of invention, of wonderful new conveniences.

b. Students of today must face new problems of living and earning, in an age of air-travel, television, electronics, plastics and lighter metals.

c. The capacity to produce and consume can only come in such an era through an educational system streamlined to develop it.

d. This calls not only for modern and adequate physical facilities in workshops and classrooms, but also for highly qualified and specializing teachers who, to be available, must be better-paid.

e. Every tax-dollar spent for this purpose is a good investment which brings rich returns to the community and everyone living in it.

In the course of this story motion-picture scenes of school workshops and classrooms are shown, depicting the type of equipment our schools need in the present and future eras of technology and air-travel.

Forsythe's presentation is a model one which will serve for any educator in a position of having to justify his new needs before any group of tax-payers and he makes it dramatically and impressively. A human touch has been given to story and treatment which makes it also good entertainment for any group.

Detailed information regarding this motion picture and the program behind it, can be secured by writing to National School Service Institute, Shop 307, Palmer House, Chicago 3.

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In Memoriam

California School People Recently Deceased *Elisabeth Rogers*

*A Tribute by Wm. T. Skilling, Professor
of Astronomy, Retired, San Diego
State College*

ELISABETH ROGERS, who recently passed away in Fresno as she was nearing her 80th birthday, is remembered by many for her work as supervisor of teacher training in three of the State Normal Schools—Chico, San Diego, and Arcata.

Graduating from Albany State Normal School of her native state, New York, she made teacher-training her life work. Upon retiring, in 1917, she resided first in Berkeley, and then, after an extended trip to Europe, lived in Fresno.

In her death we are reminded of a very important factor in our work of preparing teachers for the public schools, the student-teacher's supervisor. Though Miss Rogers had long been retired, the results of her work have gone on in the schoolrooms of teachers in whom she had inspired some of her own high sense of the importance of their work. She "being dead yet speaketh"; or, to use a modern figure of speech, as a transcribed message comes to us over the radio, so her ideals come to the children in a classroom of her one-time student-teacher, but in a more vital fashion than the illustration can suggest.

Though her zeal as a supervisor may have sometimes made her seem strict or stern in the eyes of her pupils and student teachers, nevertheless they all could see the earnestness of purpose that prompted her to hold herself and everyone else up to the best that was in them. Children, who are better discerners of character than they are often given credit for, could detect below the surface a spirit of kindness. One such little girl (little then but now with a grown family) recalls that she saw tears in Miss Rogers eyes as she told the class about her visit to the almost destitute home of three little children of the neighborhood who had lost their mother.

One of her student-teachers, who has since risen to high rank in the educational work of the State, said when told of her death:

"I feel a very personal loss. . . . Miss Rogers kindness, her consistent friendliness, her insight into unspoken needs, will never be forgotten. She displayed rigid adherence to right, as she saw it, which held all students to greater achievement than they would otherwise have made. . . . I used to be in Fresno for several weeks at a time for work at the College and enjoyed many dinners and luncheons with Miss Rogers; she never lost her zest for living nor her courage or faith."

John G. Beswick

John G. Beswick, State Department of Education, Sacramento, age 63, died February 17 at his home. As chief of the bureau of trade and industrial education and as state director of vocational training, he was nationally known as an outstanding leader in this field.

He taught vocational classes in Michigan, Wisconsin and Montana before coming to California. He first was employed in the state by Manual Arts High School in Los Angeles and later became head of the department in Los Angeles City.

In 1917, he became the state department of education's director of vocational war work during World War I. In the program he gained nationwide recognition for his work. After the war he remained in the department as state supervisor of trade and industrial education, later becoming the chief.

He was appointed state director of vocational training for national defense and state director of vocational training for war pro-

duction workers. He developed the state-wide program since 1940 into one of the largest in the United States, with California maintaining one-fifth of the entire war production training program in the United States.

He received his college training at Columbia University, New York, Santa Barbara State College and University of California. He was a member of many educational societies and a life member of the American Vocational Association.

A native of Iowa, he had lived in California 30 years and had been in Sacramento about 22 years.

* * *

Earle G. Chandler, for many years president and manager of California School Book Depository, passed away recently in Los Angeles.

Approximately 30 years ago he and Harry Gayton took over the agency of several book companies and opened a school-book business on New Montgomery Street, San Francisco. This project rapidly devel-



Reprinted from
*Kate Greenaway's
Spelling Book*
1885

A Helpful Hint for You

YOU know your own highly specialized field and if others understood it as well, appreciation for your important, necessary work would never be taken for granted.

In a sense, although there is no comparison, this is the way we feel about our product. We are referring to Chewing Gum—supposedly a little, unimportant thing, by some teachers once held almost in contempt because it has appeared to them so useless. . . . It is not useless, as the War has brought out.

And after the War, we hope it proves a similar help to you instead of the old pre-war annoyance. Especially we were

thinking how it might suggest something to help you benefit homework morale and home-study results.

It is this wise: hard, stalwart seabees, pilots, navigators, gunners—our men in subs, tanks . . . literally millions and millions of our fighters and war workers today use Chewing Gum because they have need for it. We are told the chewing seems to aid concentration and help keep their minds awake. Also makes them feel that it helps them get done distasteful or monotonous jobs that much easier and smoother.

● Now this little editorial is not to increase the demand for Wrigley's Spearmint. A quality Gum such as this is taken by our Armed Forces in such quantity, there is already a civilian shortage. And we can not make more under present conditions unless we cheapen quality which we will not do. But we do hope through its usefulness to increase respect for our product and that this may serve someday as a helpful, useful tip for you.

oped into one of the best-known book depositories in California. Later a branch was opened in Los Angeles.

A few years ago, California School Book Depository acquired the interests of Southern California School Book Depository. Since that time, Mr. Chandler spent approximately half of the year in Los Angeles and half in San Francisco.

Nellie E. Wicker

On February 3, 1944, Whittier City Schools lost one of its most loved and honored members, Nellie E. Wicker, principal of Lou Henry Hoover School. In her passing, there has gone from the teaching profession one whose life has enriched all with whom she came in contact.

She was always a source of inspiration and encouragement to the teachers and children who were so fortunate as to work with her. Miss Wicker's loss will be felt, not only by her teacher associates but by the hundreds of students who loved her,

and by the community, whose honor and respect she had won through many years of loyal service.

Nellie Wicker's first position in the Whittier Area, was in Mill School District. After teaching there for two years, she accepted, in 1912, the principalship of East Whittier Schools.

In 1917 she became affiliated with Whittier City Schools where in the following year, she assumed the principalship of Jonathan Bailey School. She was an active member of the First Methodist Church of Whittier, a member of Chapter C U of P E O and, prior to her illness, was a charter member of Beta Chapter of the honorary educational society Delta Kappa Gamma.

"A good, dear friend has closed her earth's last door,
But left her work well done; a life well spent,
She brightened paths for all to travel o'er;
Obscuring self, to help was she content;
At home, at school, at church, she did her part.
Small youthful backs with burdens mountains high

Had soothing balm from her understanding heart."

To her loved ones we extend our sympathy, and send this message of appreciation of one whom we loved and who will live on in our memory. — Alice Pendery, Charlotte Carbert, Doretha Cavanaugh, on behalf of the members of the Whittier Teachers Association.

Violet G. Stone

A Tribute by W. K. Cobb

Dr. Violet G. Stone, age 51, director of elementary education, Ventura County Schools, passed away March 6 after a brief illness.

Prior to her employment by Ventura County, Dr. Stone, who devoted her entire life to the improvement of education, served many educational institutions of California. She was associated with educational departments of Chapman College, Humboldt State College, and University of Southern California, also in various supervisory capacities in city and county positions, and before coming to California was in supervisory and teacher-training position in eastern cities.

A thorough student and outstanding in her research, Dr. Stone has been recognized as an authority in the field of reading. During the year and a half which she had been in Ventura County, she achieved many noteworthy accomplishments in this field and in associated fields of curriculum improvement.

Edwin A. Moore, age 83, passed away recently in Berkeley. For many years Mr. Moore was one of the best known educators of northernmost California. As a young man he left a teaching position in Battle Creek, Michigan, and went directly to Del Norte County where he spent his working life as an art instructor in the elementary and high schools of Crescent City. He was also county superintendent of schools for two terms.

* * *

Best Books of 1943

LIBRARIANS, counselors, deans, teachers, school administrators, employment interviewers and vocational rehabilitation officers will be interested in Best Books of 1943 on Occupational Information and Guidance, a new selection by Robert Hoppock, Kathleen Pendergast, Elizabeth Rosso, and Samuel Spiegler, released by Occupational Index, at New York University, New York City 3; single copies, 25c, cash with order.

The 41 titles are arranged in suggested order of purchase with 20 free and inexpensive pamphlets listed first.

NATIONAL UNIVERSITY OF MEXICO SUMMER SCHOOL



THE NEW VOLCANO PARICUTIN, MICHOACAN

— Photo Hugo Brehme

TWENTY-FOURTH ANNUAL SESSION

REGISTRATION: June 14 to June 26.
INAUGURATION: June 27.

COURSES: June 28 to August 4.
EXAMINATIONS: August 7 to August 10.

Although the School is primarily an academic institution, it offers men and women of all callings an opportunity to spend an ideal summer — intelligent, crowded with beauty and emotion — in a country they will never forget.

Many courses are given in English and are under some of Mexico's most prominent men. The University of Texas will hold a joint session with the Summer School and students enrolling with the Summer School will be able to attend all the courses without further payment. The sightseeing programme — scenic, artistic, archaeological — is unexcelled.

Mail a postcard to the Registrar, National University of Mexico Summer School, San Cosme 71, Mexico, D.F.

University of California

Summer Session 1944

THE 1944 summer sessions of University of California on the Berkeley and Los Angeles campuses open for the 6-week session on Monday, June 26.

Especially designed for students and teachers, the sessions provide programs of study emphasizing the full needs of war as well as the coming peace. All regular departments of in-

struction will be represented, and an expanded program of the Schools of Education will be featured.

Among the educational fields in which courses for both teachers and undergraduates will be available are:

Administration and Supervision
Early Childhood Education
Educational Psychology and Child Study
Elementary Education
Health Education
History and Philosophy of Education

In addition to the course offering, there will be summer demonstration, elementary and secondary schools for children on both campuses. The Berkeley session will conduct as well a recreation school under the department of physical education; and the Los Angeles session will specialize in a clinical school in connection with a psychology course on remedial techniques in basic school subjects.

Special features of the program at Berkeley include workshops in decorative art, education, and music; a reading conference for the week beginning July 10; a series of 13 lectures on Youth and Marriage Today; special courses in dramatic art, social education, speech education, political geography, European history, journalism, psychological aspects of the postwar world, crime and delinquency, foreign language, and many other fields.

On the Los Angeles campus numerous special conferences, institutes, workshops, and lectures have been arranged, with the interests and needs of teachers in mind. These features are of shorter duration, ranging from one to three weeks in duration, and covering such subjects as youth problems and the school, youth correction,

youth and marriage today, hearing conservation, education of hard-of-hearing children, elementary supervision, school executives conference, workshop in elementary school administration, and venereal disease control.

SUMMER session bulletins with application blanks are now ready, and will be sent upon request, together with any additional information desired.

Requests may be addressed to the Director of Summer Sessions, University of California, Berkeley 4, or 405 Hilgard Avenue, Los Angeles 24.

* * *

Two Macmillan Books

THE Macmillan Company, with Pacific coast offices at 350 Mission Street, San Francisco 5, have issued two noteworthy paper-covered books:

1. Workbook in Pre-Flight Aeronautics, by Colonel Rollen H. Drake, commercial pilot, ground-school instructor, chief, air-men agencies unit of Civil Aeronautics Administration, 190 pages, is primarily an aid to the student. It also assists the teacher in determining the more essential material to be covered in the course. It is not test material, but is to be completed by the student during his study-time.

2. Achievement Tests in Physics, by M. I. Buker, 50 pages, comprises 23 tests covering the essentials of college entrance requirements in physics. A record-of-progress chart accompanies the tests.

MILLS COLLEGE SUMMER SESSION

For Men and Women

JUNE 30 to AUGUST 6, 1944

◆

Casa Pan Americana

Languages and cultures of the Americas. RUDOLPH SCHEVILL, *Chairman*. Staff includes ERICO VERISSIMO.

Chung Kuo Yuan

Chinese language, literature and history. FOOK TIM CHAN, *Chairman*.

Creative Art Workshop

Techniques, criticism, teaching methods. WILLIAM GAW, *Chairman*. Staff includes F. CARLTON BALL, DONG KINGMAN, ALFRED NEUMEYER and others.

English Language Institute

Workshop in teaching English to Latin Americans. WILLARD SMITH, *Chairman*.

La Maison Francaise

French language and literature. A. CECILE REAU, *Chairman*. Staff includes JULIAN GREEN and MAURICE COINDREAU.

Music

Techniques and criticism. LUTHER MARCHANT, *Chairman*. Staff includes DARIUS MILHAUD, E. ROBERT SCHMITZ.

Camp Fire Girls Executive Training School

3 weeks, July 7 to July 28.

Family Life Education Workshop

3 weeks, June 30 to July 22.

Institute of International Relations

10 days, June 18 to June 28.

For details address:

Office of the Summer Session
MILLS COLLEGE

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UNIVERSITY OF CALIFORNIA SUMMER SESSIONS

Berkeley and Los Angeles — June 26 to August 4
(Six Weeks)

In a University of California Summer Session you are placed in touch with new trends in the wide variety of fields represented in the University curriculum. Many courses offered in the 1944 Summer Sessions have been planned to meet war emergencies and postwar problems.

Institutes, conferences, workshops and lectures are features of the Summer Sessions on both campuses, in addition to regular courses.



AT BERKELEY

For Bulletin containing complete announcement of courses and other information, write the Director of Summer Sessions, University of California, Berkeley 4, or 405 Hilgard Avenue, Los Angeles 24.



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V-Mail

Walter L. Sullivan, Custodian, Crystal School, Suisun, Solano County

TELL, when you write, of the niece's new tooth;

The notes that she puts in her "crow."
Give him the doings of Maizie and Ruth,
Girls whom he once used to beau.

Write of the Chief of Police being high,
And his deputy loaded for bear.
Give him the dope on the plumber's black eye,
And the smokes that it cost him to square.

Tell how the pooch we considered a bum,
That loafed by the grocery store,
Has now an honored K-9 become,
As a scout for the Medical Corps.

Give him the dope on the things that were his,
And the ribbons he wears on his chest,
Will run (As he reads with a grin on his "phiz")
The rest of the day second best.

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COMING

April 1 — School Library Association of California, Southern Section; book breakfast. 9 a.m. at Mannings, 319 West 5th Street, Los Angeles.

April 2-9 — National Negro Health Week.

April 3-4 — Association of California Secondary School Principals; conference of the Representative Council. San Jose.

April 4-6 — California Elementary School Principals Association; annual convention. Sacramento.

April 7-8 — CTA State Council of Education, annual meeting (April 8); Board of Directors and State Committee Meetings. San Francisco.

April 9 — Easter Sunday.

April 14 — Pan-American Day.

April 15 — Alameda County Educational Association; annual luncheon. Leamington Hotel, Oakland, 12 noon.

Speaker, Dr. Lynn White, Jr., president, Mills College, on *Getting The Time Perspective*. Dan H. Gilson, secretary, and principal, Horace Mann Elementary School, Oakland, has reservations, \$1.50.

April 24-29 — California Public Schools Week; 25th annual observance. Charles Albert Adams, State Chairman.

April 29-May 6 — National Boys and Girls Week; 24th annual observance.

May 1 — Child Health Day.

May 1-7 — Russian Book Week; national observance.

May 6 — School Library Association of California, Southern Section; spring meeting. Tuesday Afternoon Club, Glendale. 10 a.m. program, luncheon at 1.

May 7 — Mothers Day.

May 7-14 — Music Week.

May 13 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

May 14-31 — Allied Youth; W. Roy Breg tour of California secondary schools.

May 16 — U. S. Presidential Primaries and California State Primaries.

May 21 — I Am An American; Citizenship Day.. National Observance

May 30 — Memorial Day.

June 14 — Flag Day.

July 3-7 — National Education Association; annual meeting. Pittsburgh, Pennsylvania.

July 10-20 — National League of Teachers Association; League College, 19th annual session. State College, Penna.

July 10-21 — NEA Department of Elementary School Principals; 7th annual conference. University of Pittsburgh.

November 5-11 — American Education Week.

November 7 — General Election, U.S.A.

* * *

Rain

RAIN, rain

Lovely rain,
Running all around.
Pouring down the window pane
Washing off the ground.
Rain, rain
Lovely rain,
Running all around.

Sun, sun
Good old sun,
Shining all around.
Shining on our window pane
Drying off the ground.
Sun, sun
Good old sun,
Shining all around.

This little poem was written one rainy day by the Second Grade Class of Roosevelt School, Clearwater, Los Angeles County. I thought it was nice enough to share with others. — Mrs. Lola Martin, Teacher.



Spring is the time to plan for next fall

Teachers from the sixth grade through high school can make good use of the free teaching materials offered by Westinghouse School Service.

So many teachers have requested these teaching aids that we have had difficulty in keeping up with the demand.

To be sure that *your* needs will be taken care of, we suggest you send your order to us *this spring*. This will make it possible for us to have these materials in your hands when school opens in the fall.

Here are some of the things you can get:

1. The "Little Science Series" of booklets, for grades 7 to 12. Ten titles will be ready by fall. They are sup-

plied in sufficient quantity to provide one for each member of the class.

2. Charts on "Everyday Electricity" explaining how certain common electrical appliances work; suitable for grades 6 to 12. There are ten charts in this series, covering the incandescent lamp, fluorescent lamp, electric motor, vacuum cleaner, refrigerator, electric iron, percolator, elevator, etc.

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